DOCUMENT RESUME

ED 021 153 AA 000 306

By- Adler, Richard R.; Applebee, Arthur

ANNOTATED HUMANITIES PROGRAMS.

National Council of Teachers of English, Champaign, Ill.
Pub Date 68
Note- 65p.
EDRS Price MF-$0.50 HC-$2.68
Descriptors- ANCIENT HISTORY, *COURSE DESCRIPTIONS, *CULTURAL EDUCATION, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, *ENGLISH INSTRUCTION, FINE ARTS, HISTORY, HUMANITIES, *HUMANITIES INSTRUCTION, INSTRUCTIONAL MATERIALS, LITERATURE, PHILOSOPHY, PROGRAM ADMINISTRATION, *SECONDARY GRADES, STUDENT CHARACTERISTICS, TEACHING METHODS

The humanities programs offered in 1968 by 227 United States secondary schools are listed alphabetically by state, including almost 100 new programs not annotated in the 1967 listing (see TE 000 224). Each annotation presents a brief description of the approach to study used in the particular humanities course (e.g. American Studies, Culture Epoch of the Western World, Great Ideas, music and art). Many also supply information concerning (1) grade levels, (2) the department administering the program, (3) methods of teaching--individual teacher, team, or a series of teachers from various departments, (4) quality of students participating, (5) credit given, (6) type of course--elective or required, part of a sequence or a single course of study, and (7)texts, materials, and specific activities--field trips, addresses by visiting lecturers, concert and drama attendance. (lh)

# ANNOTATED HUMANITIES PROGRAMS

National Council of Teachers of English

Spring 1968

Compiled by

Richard R. Adler

and

Arthur Applebee

## ALABAMA

Auburn High School, Auburn, Alabama 36830
(Mrs.) Sandra Izquierdo, Program Coordinator

Pilot humanities program for 56 10th-12th graders with basic, average, and above-average abilities. Chronological approach used to examine the growth of Western Man, beginning with the Medieval Period. Large and small group sessions are used, as well as independent study in which each student follows up 1 phase of the program in depth. Consultants and field trips are used. Materials include a humanities library, records, slides, films, and recording tapes.

## ARIZONA

Central High School, Phoenix, Arizona
Chris Carnahan, Humanities Teacher

Elective open to seniors who rank in top 20% of class plus few exceptionally well qualified juniors. Individual teacher for whole course; administered by English Department. Approach: examining epochs--Greek, Roman, Medieval, Renaissance, The World as a Machine, and the 20th Century--and assessing degree of freedom exercised by man within each world; art (form and content). Use A-V materials; TV programs (KAET) and Camera Three via tape recorder; prints (Metropolitan Museum of Art), slides (Francine Clark Museum, Williamstown, Mass.), films, etc. Text: The Search for Personal Freedom.

## ARKANSAS

Pine Bluff High School, Pine Bluff, Arkansas 71601
(Mrs.) Etoyle Mouser, Program Coordinator

Beginning 1968, an elective humanities course for heterogeneous classes of juniors and seniors, administered by English Department. Regular teacher, along with resource teachers in music and art. Three sections planned, hopefully to be scheduled so that they can come together in large group at times. Course will be organized around a man's search for values and his great ideas in selected periods of history, along with the expression of these values and ideas in philosophy, art, music, literature, and society.

## CALIFORNIA

Alameda High School, Alameda, California 94501
Mary Frances Claggett and Madge Holland, English Teachers

Humanities elective open to all juniors and seniors; geared toward college-bound students. Fulfills English requirement. One or 2 semesters. Approach: study of values as they are reflected in literature, philosophy, science, and the arts. Selections drawn primarily from the Greek, Renaissance, and Modern periods. Original utopias and creative projects highlight course. Team teachers utilize inductive teaching approach, occasional guest teachers, poets. Field trips, EB Humanities Films, art slides, recordings, classroom library. Student poetry readings held weekly during lunch hour.

Bakersfield High School, Bakersfield, California
Harold P. Silverman, Head, English Department

Humanities course (or "World Literature and Composition") open to gifted seniors. Team teaching throughout; administered by English Department. Objectives: (1) stimulate student's critical and creative intelligence; (2) improve his communication skills in reading, writing, speaking--also seeing, listening; (3) give student preliminary awareness of "The Sweep of Western Civilization...." Study in depth at least 12 major complete works from 10 B.C. to 20th Century, instead of fragmented chronological approach. At least 1 theme assignment per week; term paper due in May on topic related to world literature.

Barstow High School, Barstow, California 92307
Jack B. Robinson, Program Coordinator

First semester of operation, spring 1968. Course will be full year starting fall 1968. Open to juniors and seniors. Both may elect humanities for senior English. New double room, carpet on floor, a new ampex, new tables and chairs, art reproductions, and its own library have helped get the program off to a flying start.

Generally, the approach has been a combined aesthetic-historical one. Plans for next year are to concentrate on the aesthetic, plus an advanced seminar in which the great ideas of man as well as his expressions will be explored. Field trips to Los Angeles County Museum, The Music Center, Huntington Library, etc., will continue to be part of the course of study. Included and closely integrated

into the study of man and his expression is the study of the art of the film. While no textbook has been used this semester, many books in the library supplement teaching. Class has read The Stranger. Color slides have been most helpful. Students this semester had one special creative project to present to class.

El Capitan High School, Lakeside, California
Paul DeKock, English and History Teacher

Two-hour American studies course for 100 grade 11 students who receive college preparatory credit in English III and United States History. Organized on team-teaching basis (3 teachers with majors or minors in both English and history); administered by English and Social Studies Departments. Three philosophical concerns: man in relation to God, to himself, and to his environment. Organization: (1) The Colonial Religious Mind; (2) The Mind of the Enlightenment; (3) The Mind of the Nineteenth Century--The Transcendentalist Mind; (4) The Mind of the Nineteenth Century--The Emerging Common Man Mind; (5) The Naturalistic Mind; (6) The Neodemocratic Mind--The Liberal Mind; (7) The Neodemocratic Mind--The Conservative Mind; (8) The Neodemocratic Mind--The Contemporary Common Man Mind. Use A-V aids; create own copied color slides (1200) plus overlay transparencies (200).

Mt. Diablo Unified School District, Concord, California
Harvey R. Wall, Coordinator of Advanced Programs

Summer humanities program for advanced grade 6 students representing 7 schools (41 students). Major objective: to offer students learnings (in the cultural arts particularly) outside conventional curriculum. Content: (1) Artists and Their Arts; (2) Photography; (3) Architecture; (4) Illustrators of Children's Books; (5) Literature; (6) Theatre; (7) Ballet; (8) Opera; (9) Classical Music; (10) Jazz; (11) Folk Music; (12) Language Development; (13) Religion and Philosophy; (14) Propaganda. Each student studies areas of interest in depth and prepares oral reports with attention to: What impact has this area made upon mankind? Visits to folk festivals at the University of California (Berkeley); San Francisco's Palace of Fine Arts; Jack London State Park; Mother Lode Country, etc.

Henry M. Gunn High School, Palo Alto, California
Frank E. Ratliff, English Curriculum Associate

Three-year humanities sequence incorporated into regular English course. Team-teaching throughout: English and history. Approach: history, literature, and English language divided into 3 curricula--(1) The American Man (U. S. history and literature as forces which

have created "The American"); (2) The Universal Man (man and his search for order, justice, power, harmony, and worth); (3) The Contemporary Man (major foreign cultures, communication, expression, and understanding in today's world). Use EBF Series at times and other A-V aids.

San Leandro High School, San Leandro, California 94577
Douglas Reynolds, Honors Program Coordinator

Humanities approach to sophomore, junior, and senior English, United States history, and government. Prerequisites: ability and achievement. Sophomore English focuses on literature, especially drama, the novel, and the short story. Junior year combines United States history and English into an American Studies Program of 2 hours' length. Senior year the emphasis in both English and government is a large view of man. Art teachers give programs related to specific areas: "New Images of Man," for example, during reading of modern plays, "Michelangelo" during Renaissance study. Speakers and programs include outside lecturers, poets, dancers, musicians and excursions to special programs at nearby colleges and to the theatre.

## COLORADO

Jefferson County School, Lakewood, Colorado
Joseph P. Schubert, Jr., Supervisor of Language Arts

Humanities elective for gifted students. Taught by individual teacher as well as team of teachers; administered by English, History, and Music Departments. Approach: "World Culture" (chronological). No use made of A-V kits.

Poudre High School, Fort Collins, Colorado 80521
Marlene V. Duncan and Robert Bacon, Program Coordinators

Humanities class for selected seniors, covering literature, history, philosophy, art, and music. Two-hour block of time daily; 2 instructors, 1 from the English department and 1 from the social studies department; 2 credits are granted for successful completion of the course, 1 in English and 1 in social studies. Designed to cover 3 very broad periods--the Greek and Roman, the Renaissance, and the modern. Students are encouraged to pursue individual interests, creative and academic. Creative projects include art, poetry, drama, and music. Testing is rare. Grades are determined by effort, discussion, a journal kept by each student and individual conferences.

## CONNECTICUT

Andrew Warde High School, Fairfield, Connecticut
William F. Bell, Humanities Teacher

Humanities elective open to noncollege-bound seniors. No credit for graduation and no required homework. Individual and team teaching. Samples of topics in order: (1) and (2) Drama: Paddy Cheyefsky's Marty; (5) Man and Machines; (6) and (7) Communication and Semantics; (8) Truth; (9) Realism in Art; (10) Art Workshop: personal expression; (11) Art workshop: ground-figure reverse problem; (12) Poetry: Karl Shapiro's "Auto Wreck"; (13) and (14) Music: Marches; (20) Philosophy: Myth of the Cave; (21) Visit to Bridgeport Museum of Art, Science, and Industry.

Conard High School, West Hartford, Connecticut
John F. Harris, Head, English Department

Humanities elective open to all high school students; double credit course (English and history) meeting for 10 periods per week and running for full academic year. Team teaching throughout; administered by English and Social Studies Departments. Organization: (1) The Eastern Ways; (2) The Greek Way; (3) Roman and Medieval Ways; (4) Age of Reawakening and Revolt; (5) The Rational Way; (6) Age of Revolts and Reactions; (7) The Anxious Years. Use many A-V materials, including EBF Series, guest lecturers, field trips, etc.

Danbury High School, Danbury, Connecticut 06810
Charles B. Phelps, Head, English Department

Humanities and American Studies programs for average and above-average students, grades 9-11. Programs replace conventional English and social studies classes. Each double class of 50 is taught by an English and a social studies teacher, using groupings of 25 or 50, occasionally 100, as the subject matter requires. Classes meet 90 minutes a day, 5 days a week. Grade 9: Early World Civilization and Literature to the French Revolution. Grade 10: Modern World Civilization and Literature from the French Revolution to the present. The organization is primarily chronological but with some concentration on major works of literature and specific movements and cultures where appropriate. The fine, performing, and practical arts and philosophy are integrated through the use of specific strengths of faculty members and community resource people. Language and composition instruction is given as well and is related to and makes use of other subject matter of the programs wherever possible. Considerable use is made of A-V material, although there is no special budget for these programs. Field trips at student expense to museums and theatres within a 100-mile radius are arranged for appropriate exhibits and plays.

Darien High School, Darien, Connecticut
Christopher Adams, Head, English Department

Humanities elective for gifted students. Taught by individual teacher; administered by English Department. Approach: "Culture Epoch of Western World." No use made of A-V kits.

Edwin O. Smith School, University of Connecticut, Storrs, Connecticut
Arthur Goldberg, Principal

Two-hour block humanities course normally assigned to English and history. Available to 35-40 gifted seniors; based on grades, motivation, and teacher recommendations. Taught by team of 4 teachers--English, history, music, and art; administered by English and History Departments. Approach: "Great Ideas," "Great Books," "Aesthetics" with survey of Primitive, Oriental, Near East, Classical, Medieval, and Renaissance periods. A-V materials mostly created by teaching team.

Fairfield Public Schools, Fairfield, Connecticut
Evelyn M. Copeland, English Consultant

Humanities elective for terminal and average ability juniors and seniors in 2 different high schools; taught by individual teacher in 1 school, team teaching in other. Examine such questions: "How do we communicate?" "What is a word?" "What is a symphony?" "Is there a truth that is true for all times?" "What is history?" "What influences our view of the world?" "Am I master of my fate?" "Where am I going?" In addition, American Studies course taught by team of teachers; offers credit for English and history. Use EBF Series, as well as paperbacks.

Greenwich High School, Greenwich, Connecticut
Hardy R. Finch, Supervisor, English Language Arts

Humanities course for gifted students, substituted for English course. Taught by individual teacher, but groups combine for large group instruction whenever desirable. Course is learning-centered, not teacher or student-centered. Purpose: study man's relationship to certain natural and supernatural forces; explore his feelings and thoughts about God and gods, nature, good and bad, life, death and eternity; study literary, musical, graphic, and dramatic arts as vehicles of man's expression. Discover relationship among these art forms. Strengthen art of writing, through oral and written discussion of ideas in action. Thesis-type paper (10-15 pages) assigned twice each year; read to seminar for criticism.

Housatonic Valley Regional High School, Falls Village, Connecticut 06031
Donald G. Kobler, Program Coordinator

Four-year sequence in the humanities for abler students. Double periods in English and history in 1st and 3rd years; single periods in English only in 2nd and 4th years (Advanced Placement). Chronological approach emphasizing study in depth of a few key works. Music and art correlated, with studio sessions providing students with active experiences in various media. Consultants, scholars, and artists in community contribute to program. Museum and theater trips, special lectures, and films.

John Read Middle School, West Redding, Connecticut
Susan Jacoby, English Teacher

Correlated course in English and art--scheduled back to back: English 3 periods per week, art 2 periods. Open to 25 gifted grade 8 students. Organization: Unit I--"The Short Story" (introduced as stepping stone to more sophisticated forms of literature and complexity); Unit II-The Family; Unit III-Theme of Christmas; Unit IV-The Living Theatre; Unit V-The Hollywood Approach; Unit VI-Shakespeare; Unit VII-Artists and Writers in Residence. No A-V kits used.

North Haven High School, North Haven, Connecticut
(Miss) Lalise D. O'Brien, Humanities Teacher

Elective English course ("Cultural History") for high-achievers in English. Meet 5 times per week in addition to regular English course. Approach: survey of most outstanding periods in history of Western civilization with special attention to (1) analysis of the Zeitgeist; (2) philosophical background; (3) developments in the arts; (4) most influential men; (5) abstract ideas emerging from the period; (6) continuity in the development of ideas; (7) study of a "great book" written during the period. Units: (1) Contemporary Culture; (2) The Twentieth Century; (3) Hebrew Culture; (4) Greek Culture; (5) Medieval Culture; (6) The Renaissance; (7) The Age of Reason; (8) The Nineteenth Century. Only text used <u>Fifty Great Artists</u> (Bantam). Require oral reports and written reports of about 75 pages from selected works. Field trips to Metropolitan Opera, New York and New Haven art galleries, special programs at Yale; use slide reproductions of famous paintings, records, etc.

Norwich Free Academy, Norwich, Connecticut

Humanities course (1964-65) offered to 2 groups of 40 students (both terminal and college preparatory sophomores, juniors, and seniors) for 4 periods per week. Taught by team of 8 teachers; administered by the English Department. Three major themes: (1) the shift from neoclassicism to romanticism; (2) the growth of realism; (3) the individual as opposed to mass culture. Themes are considered in areas of art, music, history, and literature; time blocks are (1) 1800-1850; (2) 1850-1900; (3) 1900-present. Books: The History of Western Art, What to Listen for in Music, The Human Adventure, Readings in World History, and Faust, Parts I and II.

Ridgefield High School, Ridgefield, Connecticut
Maureen Johnson, Social Studies-Humanities Teacher

Elective open to all students and taught by individual teacher as well as succession of teachers for various units. Course is centered on man's need to communicate and incorporates a variety of approaches--i.e., "Culture Epoch of Western World," "Great Books," "Great Ideas," "Aesthetics." Use EBF Series for "one-track" skeletal scheme.

Roger Ludlowe High School, Fairfield, Connecticut 06430
Evelyn Copeland, English Consultant, and Roger Warner, Principal

Elective open to all seniors. "A Tale of Three Cities" poses the 3 questions: What is the good society? The good life? The good man? Focus: Athens of the fifth century, Florence of the Renaissance, contemporary New York--an experimental version of "The Humanities in Three Cities" developed by Dr. Fenton at Carnegie-Mellon. Emphasis on student's need to relate his experiences to the 3 core questions through creative projects and an intellectual diary. Use books of readings supplemented by field trips, EBF films, other relevant media, and frequent visits by specialists in art and music.

St. Bernard High School, New London, Connecticut
Rev. Henry E. Nadeau, S.S.E., English Teacher

Humanities course for gifted students to be incorporated into regular English course. Team teaching throughout; administered by English Department. Approach: "American Studies" (3rd year); "Great Ideas" (4th year).

Woodrow Wilson High School, Middletown, Connecticut 06457
Louise M. Facius, English Coordinator

Humanities elective for average and above-average seniors--meets daily for a 40-minute class period. Team teaching--English, art,

history, and music. Approach: periods--Greek, Middle Ages, Renaissance, and Modern. Class participation and individual study emphasized. Course augmented by use of community resources, guest speakers, audio-visual aids, and class experiences in the graphic arts. Students encouraged to attend plays, lectures, and musical programs; to visit museums and art exhibits; to read widely; and to develop their ideas and interests independently.

## DELAWARE

Georgetown High School, Georgetown, Delaware
Beth Sylvester, English Teacher

Humanities course incorporated into regular English course for all seniors; individual teacher for whole course; administered by English Department. Approach: use "The Humanities Program" created by Encyclopaedia Britannica; televised; plan to use EBF Series next year.

Ursuline Academy, Wilmington, Delaware
Sister Columba Moran, O.S.U., Principal

Humanities elective for gifted students. Team teaching throughout; administered by History Department. Approach: "Culture Epoch of Western World" (art, music, literature with background in History of Culture). Use EBF Series and free films on World Drama produced by Standard Oil of New Jersey.

## DISTRICT OF COLUMBIA

Eaton School, Washington, D. C. 20007
Louise A. Keets, Supervising Director

Humanities approach to the communicative arts (English, art, music, social studies), Grades Kindergarten-12, in 22 public, private, and parochial schools in the District of Columbia. Program includes workshops and seminars for teachers, administrators, parents, and representatives from the community. A parallel program of enriched learning opportunities for students. Exploration of educational potential of the community. Experiences range from creative dramatics and puppetry to film production and student development of tour guides for the Smithsonian Institution. Project focus: All activities evolving from suggestions of participants. Innovative use of personnel: parent assistants on teacher teams, students as teachers, professional writers and actors working directly with students, teachers assuming a variety of leadership roles.

Western High School, Washington, D. C.
Jessie M. Wright, Humanities Coordinator and English Teacher

Three-step humanities program for superior students in grades 10-12. American Studies course (10); British culture (11); team teacher interdisciplinary course (12) in fields of literature, drama, social studies, art, and music. Senior course will yield 2 Carnegie units--1 English, ½ government, ¼ art, ¼ music. Held 2 consecutive class periods per week at end of day plus 2 other periods per week for other purposes. Organization: I--Elements Basic to Understanding the Arts; II--Epochal Approach to the Arts. Use many A-V aids; trips to art galleries, museums, theatres, symphonies, etc.

## FLORIDA

Dale Mabry Elementary School, Tampa, Florida 33609
Frances Hufford, Program Coordinator

Junior humanites program in the elementary grades, helping students to learn to appreciate music, poetry, painting, sculpture, and architecture. Use calendar approach, with the famous people studied placed on the proper date for each month. Students look these people up in the encyclopedia and make reports on them. To draw attention to the architecture, art, literature, music, and philosophy studied during the month, bulletin boards are prepared. Use films, filmstrips, music, choral reading, and creative dramatics.

Forrest High School, Jacksonville, Florida 32210
(Miss) Elizabeth Hunter, Program Coordinator

Humanities course open to all juniors and seniors. A number of literary masterpieces studied in conjunction with the artistic, musical, and historic settings from which they sprang. Filmstrips, opaque projector, and films used. Guest lecturer from history department gives an introduction to each period; music department presents most of the music. Visits to museums and art galleries are required.

Paxon Senior High School, Jacksonville, Florida
Joe C. Baxley, Teacher

Humanities course directed to slow as well as superior student. Substituted for English course for some, elective for others. Individual teacher for whole course; administered by English Department. Takes away emphasis on competition, and students find tone and materials directed toward individual. Approach: periods--Greek (Thales to Aristotle); Middle Ages (Christ to Aquinas); Renaissance; Baroque; Enlightenment; Modern discussed. Visual arts, music, architecture, drama, etc. in relationship to philosophy, economics, politics, science are examined. Use slides, records, filmstrips, etc.

Riverview High School, Sarasota, Florida 33581
(Mrs.) Ella C. Hoffman, Department Chairman

Humanities course for seniors who have demonstrated their ability to express themselves in writing and whose reading level is 12th grade or above. Taught either by a team of 2 English teachers, an art teacher, and a music teacher, or by an individual teacher. When taught by the team approach, begins with modern man and his concept of himself and seeks to ascertain the influences from other eras that helped to shape these concepts. When taught by an individual teacher, the chronological approach is used beginning with the Greeks. Use selected readings, films, filmstrips, slides, and records.

## GEORGIA

Atlanta Public Schools Instructional Services Center, Atlanta, Georgia 30315
Lucille G. Jordan, Director, Title III

On-going humanities programs in eight Atlanta high schools. O'Keefe, Therrell, and Roosevelt High Schools have teams of teachers

integrating social sciences and English at the 8th and 10th grade levels. Study trips and resource persons have contributed to the development of concepts projected. East Atlanta and Turner High Schools use culture epoch approach, while Archer, Sylvan, and Price High Schools employ the thematic thrust. A-V media of all kinds supplement instruction. Oglethorpe and Forrest elementary schools are planning programs based on the social sciences, but correlating into these units art, music, and literature at the intermediate and upper elementary levels.

Four additional projects are in the implementation stage. (1) A project called "Human Relations to Gaining and Maintaining Employment" aids adults in developing introspection, better public relations, and improved communication in order to hold a job. (2) Summer Humanities Seminar--a team of 4 teachers--1 social science, 1 English, 1 music, and 1 art--works with a group of students from Atlanta's high schools. The group studies together for several weeks, takes a study trip to Washington, D.C., Virginia, and New York, and then returns to Atlanta to discuss the implications of the trip. (3) Production of a radio series involving students from various schools to discuss areas of concern for students, such as search for identity, social relationships, religion and morality. (4) A drama tour taking the now-then-now approach to social change in our American heritage is going into each high school. This program is jointly planned, created, financed, and implemented by the Atlanta Public Schools, Academy Theater, colleges in the area, and the business and industrial community. Discussion groups follow or precede each presentation to give students an opportunity to react to the experience.

East Atlanta High School, Atlanta, Georgia 30316
Mc Intosh Burns, Music Teacher

Humanities elective open to all juniors and seniors. One hour daily. Team taught by teachers of literature, music, and art, at least two of whom are in room at all times. First semester centers on Greek and Renaissance periods. No testing. A personal journal is kept by each student and reviewed by a teacher frequently. Second semester centers on 20th century man. Term project encourages student to attempt expression in a medium hitherto unfamiliar to him (art, music, poetry). Next fall this school will schedule humanities on 2 levels: juniors, 2-hour time block; seniors, 1-hour.

## ILLINOIS

Belleville Township High School West, Belleville, Illinois
Dale R. Van Blair, Chairman, English Department

Not formally designated a humanities course—incorporated on experimental basis into senior honors English class. Approach utilized most nearly approximates "Great Ideas." Organized into thematic units, with most reading in English and American literature. Materials: private collection of 300 art and architecture slides and several records of classical music. Plan to buy EBF Series for next year.

ElkGrove High School, Elk Grove, Illinois 60007
Richard Calisch, Program Coordinator

Course for seniors meeting 2 periods a day for 2 credits per term. Four-teacher team: art, music, literature, history. Cultural epoch approach taking up Golden Age of Greece, Renaissance, Romantic Era, and Modern. Three major questions: What has man thought about himself? How has he expressed his thoughts? How do these thoughts affect me? Materials include paperbacks, films, slides, records, and other aids from the Humanities Resource Center.

Maine Township High School East, Park Ridge, Illinois
Paul E. Healy, English Teacher

Summer school humanities course open to all high school students. Individual teacher for whole course; administered by English Department. Requirements: 2 oral reports (on person and event); a log or record of activities; paper on comparative cultures. Approach: "World Culture" and "Aesthetics"--concentration on late Middle Ages and Renaissance. Use EBF Series--"The Humanities: What They Are and What They Do" and "Chartres Cathedral"; also film strips, slides on art, architecture, etc.

Notre Dame High School for Boys, Niles, Illinois 60648
Rev. Peter D. Sandonato, Program Coordinator

General Humanities--1 semester required of all senior honor students. Film Study required 1 semester of all seniors. Goal: to discover how all the arts (fine, practicel, and speculative) integrate and give man his unique status and ability. Emphasis on student discussion and activity. Each student required to submit an art project in any media. Guest lecturers in logic, modern music, photography, modern dance, and architecture. Discussion based on Contemporary Essays, edited by Donald Nickerson, and Creative Process, edited by Brewster Ghislein.

Oak Park and River Forest High School, Oak Park, Illinois 60302
Morris R. Buske, Humanities Coordinator

Two-year World Civilization course offered to freshmen and sophomores (all except those of lowest ability). Large-group instruction twice weekly is devoted to art and music lectures, and to slides and EBF films on the humanities. World Civilization follows the chronological organization of a world history course but emphasizes the art, music, literature, and philosophy of the people who are studied. Five projects assigned per year, e.g., comparison of Greek and Roman music; theme on an original Utopia following reading of More's Utopia. Attendance at cultural activities is encouraged. Staff: 1 art and 1 music teacher, and 7 history teachers with strong backgrounds in English.

Ridgewood High School, Norridge, Illinois 60656
Karl Gates, Program Coordinator

Music-centered writing course as part of a Gifted Junior-Senior Humanities program; part of regular English curriculum. Theme: "Death and Rebirth." Open-ended for depth study. Substructure of classic literature and art supports the listening situation. Materials teacher-prepared and available at any time in school Instructional Materials Center.

South Park High School, Chicago, Illinois
Alice Cashen, Chairman, English Department

Humanities course for gifted students incorporated into regular English course. Taught by individual teachers as well as team of teachers; administered by English Department. Approach: "Culture Epoch of Western World" in combination with "Great Ideas" and "Aesthetics." Use EBF Series, records, transparencies, tapes (John Mason Brown series of 10 interviews), etc.

Waukegan Township High School, Waukegan, Illinois
(Mrs.) Melba R. Wixom, Chairman, Language Arts Department

Humanities course incorporated into regular English course. Team teaching throughout; administered by English Department. Approach: in-depth study of Scarlet Letter, Franklin's Autobiography, Walden, Self-Reliance, John Brown's Body, Huckleberry Finn, Giants in the Earth, Our Town, Old Man and the Sea, and poetry. Use EBF Series, filmstrips on American art and architecture, records of American music, theatre, collages made by students.

York Community High School, Elmhurst, Illinois 60126
Richard Kamka, English Teacher

One-year elective replacing regular course; open to all seniors. Units taught include: music, painting, sculpture, photography, architecture, and poetry--1st semester; and drama, musical comedy, opera, dance, and film--2nd semester. Emphasis is on contemporary and current materials both pop and traditional. First semester's activities rely heavily on concerts, exhibits, and area architecture; second semester relies entirely on Chicago's offering of live performances. Paperback texts include McLuhan's The Medium Is the Massage, Bernstein's The Joy of Music, Taylor's Learning to Look. Short films for study include David Bienstock's "Nothing Happened This Morning" and "Brummers'." Taught by a team of English teachers with backgrounds in art, music, and film.

## INDIANA

Crispus Attucks High School, Indianapolis, Indiana 46202
Judith R. Waugh, Program Coordinator

Two-semester, team-taught courses designed to encompass four major disciplines. The approach in both courses is interdisciplinary. One course is geared to the American scene 1850-1968. The other attempts to unite the significant past with the vital present, and is taught thematically. Both courses are elective and open to juniors and seniors. Class activity varies from the use of slides, films, tapes, lectures, and recordings to discussions based on assigned readings. Special activities, such as folk singing, field trips, and an architectural tour of the city, are planned.

George Washington High School, Indianapolis, Indiana 46222
Evelyn McConnell, Head, Art Department

Elective open to juniors and seniors--no grade point average required; but content and direction of benefit to college preparatory student. Offered for two semesters, 40-minute class period; 1 credit per semester. Study of areas in literature, art, music, and related subjects. Teaching team comprised of English and art teacher. Administered by Art Department. Esthetics and evaluations stressed; class discussion emphasized strongly. Slides, tapes, recordings, and films used; guest speakers invited whenever possible.

T. C. Howe High School, Indianapolis, Indiana
Ellen O'Drain, Head, English Department

Humanities elective open to all students who have completed 3 years of English. Taught by team of teachers; administered by English Department. Approach: "Culture Epoch of Western World" (Classical Greece, Middle Ages, and Renaissance). Use EBF Series--"The Humanities: What They Are and What They Do" and "The Age of Sophocles."

## IOWA

Drake University, Des Moines, Iowa 50311
Prudence Dyer, Program Coordinator

Humanities Programs in Teacher Education: certification for prospective teachers. Teaching field in the humanities, with certification also in English, foreign language, or history, or other area by arrangement. Prospective teacher works for humanities major in College of Liberal Arts, studying an area in depth and related areas (including education) through course work and interdisciplinary seminar.

Summer Seminar in the Humanities for Experienced Teachers
Participants in the seminar inquire into issues and values which concern man and society, and into the artistic expression of man's ideas and ideals. They also survey the growth of humanities programs in the schools; consider objectives, organization, and content of programs; and develop criteria for evaluating school programs.

Keokuk Senior High School, Keokuk, Iowa 52632
John H. Artman, Program Coordinator

Senior humanities elective; one-semester. Six teachers in the course. Literature, history, music, art, philosophy, and science considered in the following main sections: the Greeks, the Romans, the Middle Ages, the Renaissance, and Modern Times. Films, tapes, records, art objects, and guest speakers used. Several critical papers, 1 research paper, and 2 nonverbal projects required.

## LOUISIANA

Educational Laboratory Theatre Project, New Orleans, Louisiana 70130
Shirley Trusty, Supervisor

Theatre enrichment program for all 10th, 11th, and 12th grade students. Four plays produced by a professional acting company are viewed as part of the school day program. First season program: CHARLEY'S AUNT, ROMEO AND JULIET, OUR TOWN, THE RIVALS. Second season program: THE CRUCIBLE, A MIDSUMMER NIGHT'S DREAM, SAINT JOAN, TARTUFFE. Third season program: ARMS AND THE MAN, TWELFTH NIGHT, ENEMY OF THE PEOPLE, THE CHAIRS, THE BALD SOPRANO. All 42,000 students view each of the plays and receive a reading copy of the play. Preparation handled through English classes. Teachers receive study packets with study guide, visual aids, and other supplementary teaching aids. Visits of actors to the schools, four annual theatre workshops for dramatics students, and student press conferences complete the program.

## MARYLAND

Anne Arundel County Public Schools, Annapolis, Maryland 21404
Harry C. Hendrickson, Supervisor of English

Humanities unit emphasizes the theater as an aspect of the humanities. Part of the enrichment program for all 12th grade pupils, adjusted to provide for classes of nonacademic pupils. Materials include the EB film series, film versions of Hamlet and Macbeth and live performances of Shakespearean and other plays by the Center Stage Players of Baltimore and other Washington and Annapolis theater groups. Goals: (1) To help pupils examine aspects of literature, history, philosophy, music, and art as man's expression of his experiences, ideas, and values; (2) To help pupils understand that the humanities attempt to discuss certain basic questions about man; (3) To provide pupils with an experience with the dramatic arts; (4) To help pupils become compassionate beings.

Baltimore City Public Schools, Baltimore, Maryland
George F. Horn, Superintendent of Art

Two grade 11 humanities classes (college bound) in each school (Northern and Dunbar High Schools) meet three periods per week and are scheduled simultaneously. Team teaching throughout: 15 periods per week in special areas; 10 periods per week in "Man and His Culture."

Outline: Renaissance, Neo-Classicism, Age of Enlightenment, Romantic Period, Realism, Disillusionment and Protest, etc. Central themes: (1) Man's Search for Identity; (2) Man and His Religion; (3) Man's Relation to Society; (4) Man and His Environment; (5) Man's Quest for Freedom. Personal expression sought through music, art, dramatics, and writing. Use community resources: artists, musicians, writers; museums; city agencies, business, industry, churches, synagogues; plays, concerts.

Baltimore County Public Schools, Baltimore, Maryland
Jean Sisk, Coordinator of English

Grades 7, 8, and 9 Poetry units (6 weeks each) integrate the study of poetry with that of the visual arts and music. Grade 12 "Themes Units" in world literature (2 or 3 quarters of year, at teachers' options) integrate literature with social studies, philosophy, and arts activities.

Bethesda-Chevy Chase High School, Bethesda, Maryland 20014
John R. Barrett, English Teacher

Humanities course currently offered to average and above-average juniors and seniors but hopefully to be offered to below-average students later. Administered by the English department in addition to, but not in place of, the regular English courses; taught by one teacher. The approach is chronological: classical Greece, middle ages, Renaissance and Baroque, 18th century, 19th century, and modern. History, literature, painting, sculpture, architecture, music, and philosophy are included. Uses slides, filmstrips, EB films, prints, and records.

Coppin State College, Baltimore, Maryland 21216
Fred R. MacFadden, Jr., Chairman, Humanities

Three programs under consideration: a straight major in humanities for elementary and secondary teacher candidates; an inter-disciplinary Council for the creation and teaching of inter-disciplinary courses; and a single humanities course.

Edmondson High School, Baltimore, Maryland
Richard W. Manning, English and Journalism Teacher

No formal humanities program yet, but some teachers use humanistic approach to subject matter--e.g., use the fine arts to illustrate or cross-reference a literature unit; use Shostokovitch's Fifth Symphony to better understand abstractions in Kafka's writing; tie in amorphous qualities of impressionism in art of Monet, in music of Debussey, in writing of Proust; introduce climatology in Macbeth to show relationship between climate and psychology; use Greek sculpture to show beauty in math and geometry.

General Stricker Junior High School, Baltimore County, Maryland
Jean Sisk, Supervisor

Experimental team-taught 7th grade "humanities core" consisting of English, social studies, art, and music. Meets once a week. Stresses concepts and ideas rather than subject matter pertinent to any one subject field. Reduced number of additional periods in English and social studies also required.

Governor Thomas Johnson High School, Frederick, Maryland
Doris E. Magaha, English Teacher

Humanities course for grade 11 students; incorporated into regular English and social studies course. Team teaching throughout; administered by English and Social Studies Departments. Approach: "American Studies"--social studies teacher prepares historical background, English teacher prepares American literature on parallel basis. Use EBF Series, but not kit of materials.

Montgomery County School System, Rockville, Maryland
Katherine B. Greaney, Supervisor, English Language Arts

Humanities elective for gifted students; taught by team of teachers (Art, Music, History, Dramatics, and English/literature); administered by English and History Departments. Approach: "American Studies." Use EBF Series. (In other school, humanities course incorporated into regular English and history course; taught by team of 2 teachers.)

St. Mari Goretti High School, Hagerstown, Maryland 21740
Sister Mary Sharon, SSND, English and Art Teacher

Arts and humanities senior elective open to all. Individual teacher for entire course. No tests; grades based on creative projects, written evaluations of art forms surveyed, research work. Approach: World Culture (1st term); The Arts in America (2nd term). Drama, music, art, dance, literature, and philosophy integrated. Classes stress student experience with the arts through films, slides, field trips, guest lecturers, demonstrations, records. Full credit may be applied in English, Social Studies, or as an elective.

## MASSACHUSETTS

Ashland Upper School, Ashland, Massachusetts 01721
Russell K. Hergesheimer, Program Coordinator

Humanities program designed primarily for the college student under the direction of the English Department. Meets each day for 45 minutes

in discussion groups of not more than 12 students. The purpose of the course is to stimulate individual as well as group thought, based upon a very close reading of work under discussion, in such areas as law vs. justice, the rights of the individual vs. the rights of a society, concepts of God, concepts of the State, interpersonal relationships, major philosophers, logic, love. Two major research papers are used to allow students to pursue a subject of personal interest, related to the work of the seminar, in detail. These are presented orally to the class.

Brookline High School, Brookline, Massachusetts
J. Geoffrey Pierson, English Teacher

Junior-year humanities course (American Civilization) for gifted students. Taught by succession of individual teachers as well as team of teachers; administered by English and History Departments. Approach: "American Studies"--3 week units on particular historical period involving literature, history, music, art, and sometimes science. No use made of A-V kits or materials.

Braintree High School, Braintree, Massachusetts 02184
English and Social Studies Departments, Program Coordinators

Humanities course for talented students--grades 9 through 12--substituted for English and Social Studies courses. Correlated team approach; each level has its own team; an English teacher, a history teacher, an art teacher, a music teacher, and a language teacher. Double periods; back-to-back scheduling for English and history; 3 additional periods per week for art, music, language. Broad historical divisions assigned to each level, but focus within each grade is on concepts. Grade 9: (Greece, Rome, Middle Ages) Universality of Man. Grade 10: (United States) Man's Identification with Society. Grade 11: (Western Europe 1500-1900) Man's Search for Truth. Grade 12: (Modern Europe and Non-Western World) Man's Search for Justice.

Carlisle Public Schools, Carlisle, Massachusetts 01741
Paul Anthony Ross, Director of Curriculum and Personnel

Interrelated Arts course offered to all eighth graders. Planned and taught by English, art, and music teachers. Chronological progression backward from the 20th century. Subjects covered include Baroque, Abstractionism, Expressionism, Naturalism, in addition to the basics of rhythm, mood, and form. Creative expression in as many media as possible encouraged. Meets 4 times a week in addition to regular classes in language arts, music, and art. Emphasis on visual aids--slides, recordings, reproductions of great masterpieces, as well as manipulative objects. Frequent laboratory periods.

Central Junior High School, Quincy, Massachusetts 02169
Liane Brandon, Program Coordinator

Humanites program open to all 8th and 9th grade students as an elective. Twelve classes of 25 students meet once or twice a week. Classes conducted primarily by 2 teachers but supplemented by others from various disciplines as well as guests from Harvard, Boston Univercities Charles Playhouse, Museum of Fine Arts, etc. No grades or tests are given; assignments are optional. Courses offered are: (1) Arts and Humanities: a flexible course using the fine and performing arts to express thoughts and feelings visually, verbally and orally. (2) Theater Arts and Film-Making: a study of theater and film as means of communication and as art forms. Course includes production of a 16mm film (course is coordinated with Charles Playhouse and Boston University School of Public Communications). (3) Man and Language: a study of communication using man's many languages: music, art, literature, drama, film, dance. (4) Man and His World: studies the effect of technology, urbanization, automation and recent scientific findings on man. (5) Teen Sages: open-ended discussions dealing with topics directly confronting the students: education, conformity, prejudice, parents, drugs, morality, group dynamics, war.

Concord-Carlisle High School, Concord, Massachusetts
Socrates A. Lagios, English Teacher

Two-year humanities program organized for general student (juniors and seniors); some have ability but appear to be lazy, others have minimal ability. Theme in junior section--"The Dignity of Man"; in senior section--"Who Am I?" Objective: translate and interrelate the world of reality and world of imagination within following areas--music, language and literature, history, philosophy, art, drama, science, physical education. Relationship between form and function developed. Hope is that each student will shape constructive personal philosophy embracing courage, pride, and purpose toward self and fellow man: that he will recognize and accept values of others in conflict with own. Extensive use of A-V materials.

Holliston High School, Holliston, Massachusetts
Gerald F. Vichi, Principal

Humanities course open to all seniors. Literature, architecture, the applied arts, music, and drama integrated for one reason: to encourage student to build valid criteria and methods of judgment which he may adapt to daily life. Four units (with additional thematic writing unit applied to other units): (1) Identification and Definition of Individual; (2) Birth of Individual; (3) Evolution of Community; (4) Freedom of Individual versus Necessity of Masses. Materials: texts (Great Books of the Western World, Man and His Measure, Advanced Composition), films, (Canadian Consulate General, Boston), and EBF Series.

Ipswich High School, Ipswich, Massachusetts 01938
Robert J. Keefe, English Coordinator

Required humanities course for business curriculum seniors. Team teaching throughout--English, history, music, and art. Meets 10 periods per week taking place of English and history. Goals: make the students aware of their contemporary cultural environment and understand how it came into being. Areas explored this year have been Prejudice, Morality, and the Individual in Society. Films, music, artists, and guest speakers utilized throughout. Materials include Fire Next Time, Go Tell it on the Mountain, Brave New World, The Medium is the Massage, Mississippi Black Paper, Mohammed Speaks; records by Bufy St. Marie and The Vanilla Fudge. Projects include creation of a city of the future, collages based on pop and commercial art techniques, and original skits about today's society.

Marblehead High School, Marblehead, Massachusetts 01945
Dorothy F. Miles, English Department Chairman

Humanities unit within English course designed for terminal seniors. Taught by one teacher and administered by English Department. Centered around American literature and American culture. Purpose: to study the conscience of America with emphasis on the socioeconomic and cultural forces which have led man into armed combat. Study of the literature, art, music, and philosophy of the Revolutionary Period, the Civil War, World Wars I and II, Vietnam, and the Contemporary Period. Recordings, tapes, and slides of various periods are used; guest speakers invited whenever possible.

Sprague School, Brockton, Massachusetts
Rita Lowenthal, English Curriculum Coordinator

Beginning September '67, humanities course to be core of special program for 60 gifted students at junior high school level; organized on nongraded basis with emphasis on individual research. Team of 3 teachers assigned and principal of junior high school administers program. Approach: eclectic with emphasis on great ideas or concepts as reflected in cultural epochs; world literature, art, music, philosophy, history, religion, anthropology, and psychology. Materials provided by Central Instructional Materials Center, including use of EBF Series.

State College, Fitchburg, Massachusetts 01420
Robert S. Ehrlich, Program Coordinator

Required humanities course for freshmen for 1 credit. Undergraduate seniors lead discussion groups of 15 freshmen once a week. Concentrates on an interdisciplinary approach under the direction of a team of teachers dedicated to the idea that the humanities are a study of ideas, issues, emotions, and form.

St. Bernard's High School, Fitchburg, Massachusetts
Sister Mary Virginia, P.B.V.M., Teacher

Humanities courses open to students (grade 9-12) with highest reading scores. Taught by team of teachers; administered by English, Classics, and History Departments. "The Record of Mankind" attempts to incorporate into stream of world history the main idea of peoples that have contributed directly or indirectly to Western civilization. Emphasis on salient features of Western culture: confidence in reason, respect for human dignity, limitation of authority, encouragement of representative government, and application of knowledge to practical ends. Objective: help student acquire point of view, sufficiently broad in outline, to discern those factors responsible for his place in Western culture. Approach: "Culture Epoch of Western World." Materials: art, music, films, field trips to museums. (Also, adult humanities series in evenings).

Winthrop Senior High School, Winthrop, Massachusetts
Theresa M. Kenney, Chairman, English Department

Humanities course open to all students and incorporated into regular art course. Taught by succession of individual teachers (or groups from Charles Street Playhouse); administered by Art Department. Approach: English, Drama, History, Puppet Display. Invite different speakers and theatre groups. No use made of A-V materials.

## MICHIGAN

Ann Arbor High Schools, Ann Arbor, Michigan 48106 (Pioneer and Huron)
Jean Reynolds, Program Coordinator. School Chairmen: David Tabler, Eleanor Hoag, Herman Healy

Two elective humanities courses, Humanities for seniors who will probably go on to four-year colleges, and American Culture for juniors who do not plan further education in liberal arts. Team taught by teachers of English, history, art, and music. Block-time programs meeting for 2 hours; large group instruction and seminar or recitation hours. Humanities course surveys 2000 years of Western culture, with depth study of selected literature, history, and philosphy, and two "mini" courses in music history and art history correlated to the rest of the content. American culture is a thematic study of ideas in American history as expressed in historic occurrences, literature, and the art and music of the people. One unit of credit for each semester, half English, half social studies.

Benton Harbor High School, Benton Harbor, Michigan 49022
Walter L. Rock, Chairman, Humanities Department

Humanities course open to seniors of all ability levels. Team teaching throughout encompassing history, economics, music, art, and literature. Concentration upon cultural contrasts and comparisons, i.e., Arab-Isreali conflict; European renaissance; Russian renaissance; the Orient and the West; American influence upon world community. Use of guest speakers, student participation, free discussion, audio-visual aids. Optional excursions: i.e., Expo 67, New York City, Chicago, 5-week humanities study tour of Europe. Five teachers present and participating each day; often break into smaller discussion groups.

Department of Educational Broadcasting, Detroit Public Schools, Detroit, Michigan
(Mrs.) Delores Minor, Coordinator of Literature, Cultural Enrichment Project

Humanities-oriented 1-semester television literature series for junior high schools. The series, Of Cabbages and Kings, is composed of 36 programs (25 minutes each). Units: (1) Laughter in the Round; (2) Heritage of Folklore; (3) Focus--the Self; (4) Biography: the Human Touch; (5) The Human Family Scene. Each unit designed to focus on basic humanistic theme of self-identification. Approach: conceptual and inductive--no ready-made interpretations. Specific suggestions for reading are included to extend student's acquaintance with literature.

East Grand Rapids High School, Grand Rapids, Michigan
B. Shirley Menninga, Humanities Teacher

Compulsory course for all grade 9 students; in a sense, replaces English and world history. Students meet in 2-hour block; for one hour large groups (140-180), for one hour in small groups (25-30). Six teachers comprise team; department is almost autonomous, but somewhat allied with English Department. Approach: study art, history, and literature of man from earliest beginnings to Renaissance in considerable detail. Uses A-V aids extensively.

Edsel Ford High School, Dearborn, Michigan 48124
Muriel Hunt and Bessie Stuart, English Teachers

Three-year humanities course required of all students. Art, music, and English taught as means of communication for beliefs, ideals, and emotions which inspire or otherwise motivate all men. Emphasis on understanding rather than "appreciation" or performance. Resource team comprised of English, art, and music teachers, but English teacher responsible for all three areas. Art and music each allotted 1 60-minute period per week; English, 3. Teaching by inductive method in class discussions. Slides, films, recordings, tapes in addition to anthologies and paperbacks.

Grosse Pointe South High School, Grosse Pointe, Michigan 48236
Grosse Pointe North High School, Grosse Pointe Woods, Michigan 48236
Robert D. Welch, Assistant Principal for Instruction

Humanities elective for average to superior senior students. Two-hour time block incorporates art, music, English, history, philosophy, science, and mathematics. Teaching team: two English teachers, a social studies (history) teacher, and an art teacher. Course provides English credit--10 hours (replacing senior English) and social studies credit--10 hours (elective). Uses slides, tapes, film strips, records, art prints, films, field trips to the theater, rehearsals of the Detroit Symphony Orchestra, sculpture casting demonstrations, the Detroit Institute of Arts, etc. Invites faculty members and community resource people for classroom demonstrations, lectures, and discussions. Art workshop for students to involve themselves in painting, drawing, and selected crafts. Course planning and integration through summer and Saturday workshops. Thematic approach: I, II--Introduction to the Study of the Humanities--Short Stories, Poetry, Introduction to the Novel, Art, Music; III--Greece and the Middle Ages: A Contrast of Cultures; IV--Revolution. Joint Science-Humanities Symposium in March with students of Dominican High School (Detroit)--papers, discussions with distinguished scholars, film studies, lectures, buzz sessions, panels, and exhibitions.

Northwestern High School, Detroit, Michigan 48208
Eula Gayl Cutt, Foreign Language Department Head

Latin Heritage course directed to underachievers and inner-city students. Offered primarily for 10th-grade students, open to all students; year's course; during 1968-69, expanded to 2 years. Team teaching, block scheduling. Curriculum: Greek and Latin contribution to the modern world, famous men of Antiquity, daily life of ancient world, contribution to English language, mythology. A-V material stressed. Taught by Latin teachers and supervised by Foreign Language Department.

Saint Edward High School, Detroit, Michigan
Brother Thomas Horning, C.S.C., Director of Humanities Program

Humanities elective open to gifted students only in literature or fine arts. Individual teacher for whole course; administered by director with the aid of members of English and Social Studies Departments. Literature and the fine arts are studied through aesthetic principles they have in common. Use EBF Series along with number of recordings and prints.

St. Joseph High School, St. Joseph, Michigan 49085
(Mrs.) Barbara Truesdell, English and Social Studies Department

American Studies course open to all juniors--2-hour block substituting for American history and literature. Course traces certain concepts and interrelationships within our culture, emphasizing the hows and whys of our past, rather than the names and dates. In first-year, experimental stage, course is taught by 1 teacher with assistance from music and art teachers. Speakers and class trips are also incorporated. Emphasis on individual work, with class periods divided into several sections. Wide selection of novels and topics for research provide for individual differences.

Traverse City Public Schools, Traverse City, Michigan 49684
Walter Oberlin, Director of Secondary Education, T.C.P.S.

Three semesters of interdisciplinary studies of man's ideas. One semester of logic, followed by 2 semesters organized to provide illustrations of 3 theories of reality: idealism, empiricism, and subjectivism. Two methods of study employed: (1) class discussions of teacher or student presentations, and (2) free student research as preparation for group presentation.

## MINNESOTA

Columbia Heights High School, Columbia Heights, Minnesota 55421
Stuart Anderson, Program Coordinator

Humanities elective open to juniors and seniors. Regular daily class period. Purpose: Explore relationships between realities then and now. Includes, music, art, literature, philosophy. Approach: Periods--Ancient, Middle Ages, Modern, and/or themes. Flexible. Participation emphasized (choral groups, rhythm band, various art projects, dramatizations, class discussions). EBF Series, slides, film strips, records, musical instruments, art materials used.

Edina Public Schools, Edina, Minnesota 55424
Raymond L. Bechtle, Curriculum Coordinator--Secondary

Humanities course, substituted for English course, for seniors (1967-68), juniors (1968-69). Taught by 3-teacher team in groups varying from student-led discussions of 6 students to lecture groups of 90. Course organized to develop 4 topics: Man and His Gods, Man and His Heroes, Man and Society, Man and the Challenge of the Future. Multimedia approach including art slides, records, tapes, television, theatre,

feature films, experimental films, documentaries, guest speakers, readings, dramatizations, operas, choral and band demonstration concerts, student film-making, etc. Personal essays written before and after study of each of the four topics. Paperback texts and mimeographed materials. Extensive bibliographies and special library collection for related independent reading.

St. Louis Park Senior High School, St. Louis Park, Minnesota
John R. Loegering, Humanities Teacher

Humanities elective open to 5 sections of 110 gifted seniors. Individual teacher for whole course; administered by Humanities Department. Method: Background lecture, readings and written assignment, quiz, discussion, and film. Organization (samples of 30 units); (3) Coming of Age of Western People; (9) Religion and Collapse of Greek World; (11) Art and Music in Roman Era; (14) The Prince (Machiavelli); (15) Hamlet; (19) Areopagitica (Milton), On Liberty (Mill); (20) Democracy in America (de Tocqueville); (21) Civil Disobedience and Walden (Thoreau); (23) Communist Manifesto (Marx and Engels); (24) The Death of Ivan Ilych (Tolstoy); (28) Theology in 20th Century; (30) Art and Music in 20th Century. Use many A-V materials, mostly films.

Stillwater Senior High School, Stillwater, Minnesota 55082
Gerald Villars, Lloyd Hackl, Program Coordinators

Elective humanities course offered 50 qualified seniors in lieu of traditional Social Problems and English courses. Team teaching: History and English instructors (2) within modular, flexible schedule. Students meet once weekly as large group, twice weekly as 13-member small groups. Thematic categories dealing intensively with aspects of the human condition (i.e. Myth and the Hero, Man and the State, Man in Conflict-Creativity). In addition students engage in individual quest projects 4 hours weekly. Content involves variety of readings, multimedia presentations, and community resources.

Clayton High School, Clayton, Missouri
(Mrs.) Genevieve M. Shawl, Teacher

Humanities elective open to all seniors (4 quarters, 1 unit). Includes history, literature, philosophy, art, architecture, music, dance (math and science as needed). Two teachers for planning and supervising; associates in school and community area comprise teaching team. Approach: aspects, questions, areas of self-realization; freedom; truth and beauty. Objective: to help students formulate questions, discover answers, seek personal satisfaction. Use commercial and individually created A-V aids.

## MISSOURI

Hickman High School, Columbia, Missouri 64201
Conrad Stawski, Chairman, Language Arts Department

Humanities elective in 5th year, 6 sections; open to average and better seniors; taught by 2-member English team. Approach: "Aesthetics" (principles underlying the arts--subject, medium, style in personal and historical senses, judgment). Approach modified with historical surveys, "types" studies, and "ideas" or concepts pursuits. Multimedia; teachers constructing I/D/E/A/ packages; guest lecturers; local and regional field trips: University of Missouri Archeological Museum, Saarinen Chapel (Stephens College), art museums in St. Louis and Kansas City; each student produces project, preferably "creative" rather than resource paper.

McCluer High School, Florissant, Missouri
Bill R. Hampton, Chairman, English Department

Beginning September '67 humanities course for selected sophomores (terminal and slow achievers). Team teaching throughout--art, music, literature, social studies. Approach: Multimedia. First semester: exploration of automobile; second semester: exploration of unusual customs, standards of beauty or honor, etc. Unit I--Man's Love Affair with the Car: (1) Automobile as Symbol of Social and Psychological Needs or Desires; (2) Romance and the Races; (3) Car as an Art Object; (4) Man and His Relationship to the Machine; (5) Messages which the Car Sends Us. Use fiction, nonfiction (Hayakawa's Language in Thought and Action, etc.), poems; use films (Rebel without a Cause, etc.).

Northeast Missouri State College, Kirksville, Missouri 63501
Leon C. Karel, Program Coordinator

Three programs include (1) General Arts Courses (music, theatre, art, and applied arts) for undergraduate, general education students; (2) Curriculum for Preparation of Teachers for related arts teaching in the secondary schools; (3) Graduate Course in Allied Arts--humanities for the music, art, or English teacher in the field. Administered by the Division of Fine Arts, Allied Arts and Aesthetics Section.

## NEBRASKA

Benson High School, Omaha, Nebraska 68104
Doris A. Stevens, Program Coordinator

One year elective for able seniors. Great Works approach. Weekly visiting lecturers from school and community. Combines music, art, history, and literature. Twelve selected works are read and discussed. Some EB films used, as well as slides, records, filmstrips, and field trips. Administered by English Department.

## NEW HAMPSHIRE

Oyster River High School, Durham, New Hampshire 03824
(Mrs.) Irene Wight, Program Coordinator

Senior college preparatory course in literature and composition with illustrative material in art, music, history, philosophy, and science. Uses teachers from other departments, as well as outside speakers.

Stevens High School, Claremont, New Hampshire 03743
Normand C. Paquette, Program Coordinator

Elective for juniors and seniors replacing English course. Taught by team of 4. Chronological sequence: The Greeks, the Renaissance, the Eighteenth and the Twentieth centuries. Fifty-minute class daily. Includes history and philosophy, art and architecture, music, and literature; administered by English Department. Prepared in summer workshops.

Winnacunnet High School, Hampton, New Hampshire 03842
(Miss) Betty Staniels, English Teacher

Humanities course for selected seniors who have demonstrated superior ability in English. Taught by individual teacher. Approach: thematic, concentrating on literature, art, music, and philosophy. Three major projects required. Uses films, slides, tapes, and recordings; lectures by invited guests and trips to museums and theaters are followed by discussions. Course can lead to AP Examination.

## NEW JERSEY

Bridgewater-Raretan High School--West, Raretan, New Jersey 08869
John Casey, English Teacher

One-semester senior elective taken in addition to English. Emphasis placed upon similarities and parallels among art, music, and literature with respect to form and meaning. Periods considered: classical, medieval, Renaissance, Mannerist, Baroque, Rococo,, and modern.

Clifford J. Scott High School, East Orange, New Jersey
Andrew Downie, English Teacher

Humanities course for gifted students who volunteer outside regular school program. Taught and overseen by individual teacher. Approach: Great Books Discussion Group. No use of A-V materials.

Dumont High School, Dumont, New Jersey 07628
John J. Pappas, Chairman, Art Department

Elective major credit course offered on the junior and senior level. Large and small group sessions. Large group provides the 3 faculty members with a forum for lecture; small group provides discussion and clarification of materials. Program includes art, music, and social studies. Chronological approach. Uses paperbacks, slides, records, films, and trips to museums in the New York City area.

Hanover Park High School, Hanover, New Jersey
Edward A. Teichert, Jr., Chairman, Language Arts

Humanities course incorporated into regular English course for gifted students. Taught by individual teacher; administered by English Department. Approach: "Culture Epoch of Western World." No use made of A-V kits.

Highland Park High School, Highland Park, New Jersey 08904
(Miss) Joan Blume, (Miss) Irene Gilman, Robert Stevens, Program Coordinators

Humanities programs offered to enrich the present curricular and extracurricular offerings in the humanities and fine arts. Noncredit programs in drama, music, and English are planned for after school or evening, vary from poetry readings to opera to panels on social problems of special interest.

Montclair High School, Montclair, New Jersey 07042
(Mrs.) Adele Stern, Chairman, English Department

Two programs: 1) Eleventh Grade College Prep. 4-teacher team: art, English, history, music. American Studies: correlation of all the disciplines as related to American ideas; includes large group, small group, individual projects, field trips, films. 2) Senior English. Heterogeneously grouped, all disciplines taught by 2 English teachers. World Ideas: groupings of classes, projects, and open-ended curriculum determined by teachers involved. Classes meet in a Humanities Studio where students feel free to come at will, to work, to confer, to discuss projects. Aim is involvement of students in the process of thinking and understanding. Much use of media; field trips. Students compose, write, sculpt, act. Great flexibility through modular scheduling.

Memorial Junior School, Whippany, New Jersey 07981
(Mrs.) Marilyn Amdur, Program Coordinator

Beginning September 1967, humanities course for 2 pilot classes at 6th grade level--taught by individual teachers with special teachers in art, music, home economics, etc., outside lecturers; field trips (Greek Theatre at College of St. Elizabeth, etc.) Administered within framework of English and social studies. Approach is man-centered with constant themes running throughout units--man's need to relate to his environment, man's need to relate to others, man's need to express himself, man being bound to his cultural heritage. Unit on emotions basis for whole approach with multimedia/multisensory feed-in (poems, records, movies, graphics, etc.) After child places himself in modern times, he considers roots of heritage with thematic view: ancient Greece, ancient Ghana, ancient China, ancient Peru. Plan to expand program to 7th and 8th grades.

Mountain Lakes High School, Mountain Lakes, New Jersey
L. W. McDowell, Head, English Department

Humanities course open to all students and incorporated into regular English course. Team teaching throughout; administered by English Department. Approach: "Culture Epoch of Western World" (five focal points: Greece, Renaissance, 18th Century, 19th Century, and Moderns). Use EBF Series, 400 hand-picked slides, film strips, and "canned lectures" of high order.

New Milford High School, New Milford, New Jersey 07646
Dan Schlieben, English Teacher

Humanities course substituted for senior English; homogeneous grouping. Taught by art, history, music, and English teachers. Class meets in various sizes and combinations depending upon project at hand. Course designed to trace the continuity of man's problems and achievements.

Composition lab required of students who write substandard papers. Mixed media used to initiate interest in the work at hand.

Northern Valley Regional High School, Demarest, New Jersey
Eugene E. Best, Chairman, English Department

Several courses in operation for AP grades 10-12, but most notable is humanities course offered as free elective in summer school program. Course content includes integrated study of music, drama, art, and literature. "Art" films, music via records and live concerts, and works of arts via prints and visits to New York museums, provide working materials. Half of course time spent in centers of performing and spatial arts in New York City.

Beginning September '67, course in Film Production to be instituted under ESEA Title III Grant. Object to teach principles of scripting, filming, editing, and cutting of films. Students will produce several 8mm films as part of year-long course.

Pascack Hills High School, Montvale, New Jersey
(Mrs.) Henriette N. Alovis, Chairman, English Department

Humanities elective for college- and employment-bound seniors; team teaching throughout--English, history, art, music; administered by English Department. Large group lectures, small group discussions, independent study--intensive research in area of students' interests. Approach: "Culture Epoch of Western World"--(1) Greco-Roman Period; (2) Renaissance and Elizabethan Periods; (3) Twentieth Century--a. 1900-1930; b. 1930-present. Plus "Orientation Unit" with 4 lectures. Use EBF Series, but no A-V kits.

River Dell Regional Senior High School, Oradell, New Jersey 07649
(Mrs.) Helen H. Winn, Program Coordinator

Humanities course required of all seniors in place of 4th-year English. All ability levels are included in the course, which is adapted in difficulty but not in content. Interdisciplinary approach with anthropological and philosophical rather than aesthetic and critical focus. Man's differences from other animals, his efforts to understand cause and effect, the meaning of the universe, and his relationship with God and his fellow man are examined in terms of his religions, social ideas, and art forms. Presented by a separate Humanities Department consisting of 5 regular teachers assisted by guest lecturers. Methodology: team teaching, large-group instruction, and independent study. Uses periodicals, films, tapes, recordings, slides, and transparencies. A separate humanities library collection is being assembled.

## NEW MEXICO

Del Norte High School, Albuquerque, New Mexico 87112
Thomas H. McMullen, Humanities Chairman

Required humanities courses for all juniors and seniors. Team teaching: 2 history and 2 English teachers working with up to 160 students in a 2-hour block of time. Juniors follow the history, literature, art, philosophy, music, and architecture of America in an essentially chronological development. Seniors study the major civilizations of the world. Grammar, composition, reading instruction, etc. taken up as need arises. Uses resource people, A-V aids, and enrichment material as well as independent study.

## NEW YORK

Bay Shore High School, Bay Shore, New York
Jane Smith, Chairman, English Department

Senior Humanities: elective open to seniors. Enrollment limited to 20 students per semester. Group meets 40 minutes daily. Informal discussions, panels; unlimited access to library and source materials, consultants available. One-half credit. Thematic approach: areas of current social alienation related to the individual's place in his world. Involves social problems, redefinitions of the social order from Plato to Orwell. Supplemented by A-V materials, film strips, recordings, field trips, consultations with local authorities.

Independent Study: elective open to seniors. Limited to 10 per semester. No formal classes; 1 meeting per week with advisor mandated. Senior selects area of special interest in English, the language arts, or comparative literature. Forming of tentative proposal reviewed by faculty committee, proceeding into independent research. Presents formal paper of discoveries and conclusions to faculty committee and his fellows. Administered by the English Department.

Bennett High School, Buffalo, New York 14214
(Mrs.) Elizabeth Neuschel, Program Coordinator

Humanities elective open to seniors taking English 4 concurrently. Seminar limited to 12-15 students, offered 4 times daily for 2 semesters.

Great Books approach, ranging from Plato to Joyce, Fromm, and avant garde plays; students purchase paperback copies. Chronological, with music and art appropriate to the period or theme of the works. Field trips introduce diverse cultures of the community: a Hellenic Orthodox church, a Jewish synagogue, contemporary architecture, a Gothic style Catholic cathedral, rehearsals of the Buffalo Philharmonic Orchestra, exhibits at the Albright Knox Art Gallery. Trip to the Canadian Stratford Shakespeare Festival culminates course. Once a year all students complete a project in nonverbal communication. All works are put on exhibit in the school.

Bishop Laughlin High School, Brooklyn, New York
Brother Philip Bergeron, F.S.C., Chairman, English Department

Humanities class part of regular English course. Taught by individual teacher; administered by English Department. Approach: Excerpts from Western literature with a few full-length works of Sophocles, Shakespeare, Moliere, and Capek. Uses some of Macmillan texts on Western literature and weekly 30-minute films--e.g., "Good Night, Sophocles," "The Little Island," etc.

Brighton High School, Rochester, New York
(Mrs.) Laurina M. Harper, Head, English Department

Humanities course required of all English IV students, incorporated into regular English course. Taught by succession of individual teachers for various units; administered by English Department. Basically literature oriented with units in art, music, and dance. Use films on dance, ballet, modern music--American Tel. & Tel. Bernstein films; Lincoln-Center participation.

Bronxville High School, Bronxville, New York 10708
R. A. Hettler, Program Coordinator

Humanities course will be offered 1968-69; formal syllabus is not yet completed.

Burnt Hills-Ballston Lake Junior High School, Burnt Hills, New York 12027
Norman W. Wilson, Chairman, English Department

Humanities course designed for 2 average 9th grade sections as substitute for English. Program taught by a 5-man team which includes art, music, history, English, and reading teachers. Two back up teachers include the principal (for philosophy) and a media-librarian. Thematic approach: Victorian Society, Man Chooses and Acts, and Man and Society. Uses an Environmental Learning Center.

Byram Hills High School, Armonk, New York 10504
Richard F. North, Program Coordinator

Humanities elective for advanced juniors and seniors using a thematic approach discussing 3 central concepts: man, self, and creativity. Guest lectures and team teaching wherever possible. First part of the course devoted to a definition of humanity from the view of physical and cultural anthropology. This involves a discussion of evolutionary theory and fact, genetics, differences between animal and human learning, symbolization, mythology, and primitive religion. Second part of the course devoted to a definition of the self through a variety of disciplines----psychology (Freud, Jung, Watson, Adler, and others), religion (primitive religion, Judeo-Christian ethnic, comparative mythology, Hinduism, and Buddhism), philosophy (Plato, Aristotle, Aquinas, Hume, Descartes, Kierkegaard, Nietzsche, Buber, and Sartre) and science (Einstein, Teller, Pauling, Bronowski, and Chardin). The last segment of the elective attempts to define creativity through its manifestations in the music, art, and literature of the 20th century.

Cathedral High School, New York, New York
Sister Regina Elizabeth, Chairman, English Department

Humanities course open to gifted students who volunteer outside regular school program. Team teaching throughout; administered by English and Math Departments. Approach: "World Culture"--with emphasis on art, music, drama, and film. No use of A-V kits.

Clinton Central School--Junior and Senior High, Clinton, New York 13323
Charles C. Conley, English Department Chairman

Three programs: Humanities oriented honors program, 9-12; humanities class for seniors in honors class; humanities units for seniors in below-average class. Purpose: demonstrate relationship between literature and music, painting, sculpture, philosophy, history and daily living; pose basic questions for student investigation--What is man? What is the good life? What is 20th century man? What is Ancient Greek man?, etc. Uses EBF series, guest speakers from community and neighboring colleges, trips to theater and art museums. Supported mainly by English Department.

Dobbs Ferry High School, Dobbs Ferry, New York
Nancy Myer, Humanities Teacher

Humanities course open to grade 9 students as required substitute for separate English and history course. Taught by team of 6 teachers; administered by Humanities Department (which includes members from English, History, Art, and Music Departments). Approach: "World Culture"--chronological development of man's position and image; emphasis on values. Uses EBF Series and few CUE materials as they apply.

East Rochester High School, East Rochester, New York
(Mrs.) Sylvia Barrett, Chairman, English Department

Humanities course for gifted students incorporated into regular English course. Taught by individual teacher; administered by English Department. Approach: "Great Books"--but developing unit for team teaching to be called "Twentieth Century Man." Uses EBF Series and recordings.

Floral Park Memorial High School, Floral Park, New York
(Mrs.) Julia A. Rector, Chairman, English Department

Humanities elective for average students in social studies, but taught by English teacher with assistants, especially in art and music. Administered by English and Social Studies Departments. Approach: "World Culture." Uses Clifton Fadiman's films and CUE kit prepared by New York State Department of Education.

Fox Lane High School, Bedford, New York 10506
George Ehrenhaft, English Teacher

Course for honors seniors in place of English. Examines critical ideas that have shaped mankind--justice, work, God, punishment, art, language. This year: the problems of man's future. Four teachers: Art, Science, Social Studies, and English. Guests from government, the academic world, and private industry lead seminars; students viewed films and traveled to New York City for lectures, museum visits, and a tour of urban renewal sites and selected topic for independent study.

Freeport High School, Freeport, New York
Arlene A. Murphy, Humanities Teacher

Humanities elective for gifted students; taught by individual teacher (with guest speakers); administered by English Department. Approach: "Aesthetics"--a generalized correlation of music and art with literature so student can associate ideas with what he sees. Use EBF Series; slides, records, and pictures produced by Metropolitan Museum of Art.

Fredonia High School, Fredonia, New York
(Mrs.) Margaret Ruckman, English Teacher

Elective humanities course; taught by succession of individual teachers for various units. Approach: brief study and evaluation of American art, literature, and philosophy in the 1960's; tracing these developments from whatever point the individual teacher chooses. No use of A-V materials.

F. D. Roosevelt High School, Hyde Park, New York
Dean S. Northrop, Chairman, Humanities Department

Humanities elective for 40 gifted seniors divided into 2 equal groups. Four full-time teachers scheduled--2 English, 1 art, 1 music. Approach: exploration of 7 fine arts: after introductory unit explore each medium, working with raw materials of that medium, studying great works and becoming acquainted with potentials and restrictions inherent in each form. At end of course each student explores in depth any art form with aim of producing definite object or performance. Group of individual productions, such as Spoon River Anthology, a staged group production. No A-V kits used; field trips to Modern Art Museum, Metropolitan Museum of Art, Guggenheim Museum, Metropolitan Opera House, The Cloisters, St. John the Divine Cathedral, Vanderbilt Mansion, recitals, concerts, performances at local colleges.

Garden City Senior High School, Garden City, New York 11530
Bernard W. Allen, Assistant Principal for Instruction

Senior humanities elective combines English, social studies, psychology, art, and music. The last 3 periods of the day are devoted to humanities on a flexible modular basis. Teachers: 2 English, 2 social studies, 1 psychology, 1 art, 1 music; participating teachers freed from homeroom and studyhall responsibilities for conference period for faculty planning. Themes: The World Today, Man's Search for Order, Man's Continuing Search to Express His Feelings and to Find Meaning in Life, and Man's Search for Adjustment to Change. Films, guest speakers, and field trips used in program.

Glens Falls High School, Glens Falls, New York
Mark W. Freeman, Language Arts Coordinator

Humanities course is one-half year, 2-period substitute for English and history; gifted students complete their requirement in both subjects by January of senior year. Course administered by English, History, Art, and Music Departments. Approach: "World Culture." Use EBF Series; other A-V materials are of own construction; field trips to Hyde Park, Munson-Williams--Proctor Institute in Utica, etc. (Present course replaces original 6-week units, "American Cultural Development Between the Civil War and World War I.")

Great Neck North Senior High School, Great Neck, New York
Florence M. Rapoport, Teacher, English and Humanities

Humanities elective open to seniors. Team teaching throughout--English, social studies, foreign languages, art, music. Classes, seminars, and independent study. Approach: survey of art, music, literature, and philosophy with historical background as connecting tissue. Variety of A-V materials used sporadically, but no kits.

G. W. Hewlett High School, Hewlett, New York
Ruth Nelson, Coordinator of Humanities

Program open to all average and superior seniors in place of English. Five teachers: literature and philosophy, drama, art, music, and history. Historical approach to Western culture, terminating in individual research of and conferences with living artists. Each study unit includes trip to New York City (for example, Daniel at St. George's Church and The Cloisters for the Medieval period) and a student workshop production.

Herricks Senior High School, New Hyde Park, New York 11040
Michael Carbone, Program Coordinator

Elective humanities course for all interested seniors. Taught by art, music, and English teachers; 5 days per week, 50-minute classes. Oriented to 4 topics: man in relation to nature, God, other men, himself. Two days of large group lectures; 3 days of group discussion. Films such as Chaplin's Gold Rush, The Seventh Seal, The Grand Illusion, and Henry IV are viewed. Study carrels for students' listening, viewing, and reading.

Hilton Central School, Hilton, New York
English Supervisor

Humanities elective for gifted and slow achievers during double period 5 days per week. Both small group discussion and large group lecture. Taught by succession of 5 individual teachers; administered by English Department. Approach: thematic presentations on the major concerns of mankind--i.e., war and peace, art and morality, etc. Use EBF Series as well as outstanding foreign films--e.g., Hiroshima, Mon Amour, Nobody Waved Goodbye, Rashomon. Outside speakers invited; 14 books used. (Operates 6-week summer program for college-bound area seniors.)

Hunter College High School, New York, New York 10021
Bernard S. Miller, Program Coordinator

Interdisciplinary curriculum in the humanities for 12th-grade students. Teams of teachers in English, the social sciences, health and physical education, music, fine arts, as well as college colleagues in the disciplines of philosophy and psychology and the school administrator will work together in the development of a thematic program. Five major units: The Public Man, The Private Man, Man and Woman, Man's Relation to Society, and Society's Relationship to Man. Large group, seminar, and individual sessions planned each week. Full use of the theatre, films, concert, museum, and other current artistic events. Anecdotal records of achievement rather than grades.

Irondequoit High School, Rochester, New York
Louis G. Dickens, Head, English Department

Two humanities electives for gifted and terminal students; the former taught by team of teachers, the latter by individual teacher. Both administered by English, Art, and Music Departments. Approach: "Culture Epoch of Western World"--1700 to present, but emphasis on 1850-1967.

Ithaca High School, Ithaca, New York
Marian E. Elliott, Chairman, English Department

No formal humanities program, but 3 senior literature electives (Dramatic, World, and American Literature) incorporate films, music, and paintings, etc. Uses EBF Series, visits art exhibits, etc.

John Jay High School, Cross River, New York
Joseph P. Fletcher, Jr., Chairman, Social Studies Department

Humanities elective open to gifted students; taught by individual teacher; administered by Social Studies Department. Approach: Focus on Middle Ages to 20th Century emphasizing art and music with historical background. No use made of A-V materials.

Lawrence High School, Cedarhurst, New York 11516
Jerome O'Grady, Program Coordinator

Program consists of (1) a Humanities Center for textual and A-V materials, conferences, and inception of school-wide events such as assembly programs by Lincoln Center performers; (2) Humanities units of materials and aids prepared for optional adaptation into English and social studies courses, especially for terminal students; (3) a Humanities course for 12th grade, with plans for 11th and 10th grade courses. The Humanities course, a 1-year elective open to all ability-levels, approsches basic human insights (man, meaning, paradox, search) through team teaching of art, music, drama, and literature. Inductive discussions are prompted by A-V presentations (including EB films), student presentations, tours to culture centers, and guest speakers and artists.

Lincoln High School, Yonkers, New York
Beverly R. Soff, English Teacher

Humanites course directed to average as well as superior seniors, substituted for English course. Individual English teacher; administered by English Department. Art and music are included, as well as lectures on the philosophies of Plato and Aristotle. Overall title is "Key Epochs in Western Culture"; year is divided into three segments. Part I: The Greek Epoch--The World of Odysseus; Part II: The Renaissance Epoch--The New Man; Part III: The Technological Epoch, A. Transcendentalism and the American Dream; B. The Technological Epoch and the Fading of the American Dream.

Lowville Academy and Central School, Lowville, New York
Nancy C. Kratohvil, English Teacher

Humanities elective for gifted students; taught by individual teacher. Many interested faculty and administration people help and encourage, but one teacher has responsibility to experiment and build the course. Theme: "What does it mean to be civilized?" Emphasis on broadening experience. Students are from culture-poor area where many have not seen a play, concert, etc. Content varies: trip to Lincoln-Center, films on primitive cultures, Theatre of the Absurd, race relations, 1984. Much discussion and little writing; teacher assembled his own kits.

Mamaroneck High School, Mamaroneck, New York 10543
Duke Schirmer, Program Coordinator

Mamaroneck English Ten Approach to the Humanities: 1 semester; 4 teachers; 1 honors section, 2 average sections, and 1 below-average section; classes meet 4 times a week: 3 single sessions and 1 double session. Aim: a unified sense of the world as evinced in the arts in America. Alternatives offered, for example, by Mark Twain, a good movie, a poem by Melville, a song by Bob Dylan, a painting by Shahn.

Manhasset High School, Manhasset, New York 11030
Travis E. Harris, Program Coordinator

Two courses: A. An elective course open to seniors selected by the English and Guidance Departments on the basis of interest and previous academic performance. Subject matter embraces music, art, and literature presented separately, though constantly interrelated. Regular instructors from the English, Music, and Art Departments, but occasional outside speakers present lectures on sociological and cultural backgrounds. Students study the evolution of Western thought through three major civilizations--the Greek, the Hebrew, and the English. American writers as they evolve naturally from 19th century Great Britain are studied, as well as continental writers important to the period. Field trips. Class meets 7 periods/week; 1½ credits. B. A course for students not selected for above course. Subject matter different from above in amount and difficulty. Composition topics related to reading.

Maple Grove High School, Bemus Point, New York
J. Basil Hamblin, English Teacher

Elective open to juniors and seniors with 80% average or higher or with consent of instructor. Also possible to substitute course for English IV or history if proper Regent's exams have been passed. Taught by individual teacher with aid of other teacher and outside speakers; administered by English department. Approach: first 4 months concerned with Greeks and "classicism," followed by 3 weeks on Surrealism; second semester--10 weeks on Renaissance, 10 weeks on Pop Culture, the Cultural Boom, and the "Hippies." Constant reference to world student knows. Use EBF Series, etc.; multiple copies of single titles (E. Hamilton's Mythology, etc.)

Maple Hill High School, Castleton-on-Hudson, New York 12033
Richard Bamberger, Chairman, English Department

Humanities course for no more than 16 seniors who plan to go to a 4-year college; substituted for English course. Taught by individual teacher with periodic lectures by an art teacher and a music teacher throughout the year. Concentration on 4 areas of civilization: the Ancient Greek Period, the Renaissance in England, the Victorian and Post-Victorian Period in England, and the modern period. Course meets both as a class and in small groups. In the small group meetings 2 students meet with the teacher to discuss their year-long individual study of an epoch. Some use of records, slides, filmstrips, and humanities movies. Annual trips to Stratford, Connecticut, and New York City to visit museums and to see plays.

Middletown Senior High School, Middletown, New York 10940
Arthur L. Barrett, Chairman, English Department

Senior elective interrelating literature, art, and music around such themes as Man and Himself, Man and Other Men, Man and Nature, and Man and God. Taught by 3 teachers; open to the average and above-average student. May be taken in place of regular English, but students encouraged to take both. Some EB films as well as others; field trips to New York City museums, art galleries, theaters, and concert halls; guest speakers, guest performers.

The Milne School, Campus School (SUNYAB), Albany, New York 12203
James E. Cochrane, Chairman, English Education-SUNY Albany

Humanities and English 12 course for all seniors. Team teaching with 4 supervisors. Large group instruction for introduction of units, guest artists, and speakers. Small group follow-ups with groups divided for specialized help: i.e. reading, composition, listening, and speaking. Special groups for accelerated students, students with problems of reading, students with problems in writing, and slow learners. Covers Greek, Shakespearean, and modern tragedy; the American short story and novelette; Fine Arts, music, and dance; poetry. Uses EBF Series on Humanities and Shakespeare. College arts, music, philosophy, and literature faculty members as guest speakers.

The Milne School, State University of New York at Albany, Albany, New York 12203
Roy York, Jr., Professor of Music

Humanities course required of all 7th and 8th grade students. Administered by the Music Department. Individual teacher. Two 40-minute periods per week. Music taught in its setting among the other major arts of literature, painting, sculpture, and architecture. Interrelationships, counterparts, and common principles contribute toward a highly integrated course.

Humanities unit required of all 12th grade students. Eight weeks. Administered by English Department. Taught by visiting specialists in music and the visual arts, and sometimes in philosophy and comparative literature. Presentations by specialists discussed at weekly small group meetings with each of the three regular members of the English teaching team. Literature is taught by the regular team throughout the year. Many A-V aids.

Nazareth Academy, Rochester, New York
Sister Mariel, English and Humanities Teacher

Humanities elective for juniors and seniors; taught by 3 individual teachers (art, music, and English) for various units, with some team teaching. Administered by Humanities Department. Approach: "Cultural Epoch of Western World." No use of A-V kits.

Newburgh Free Academy, Newburgh, New York
Joseph Kane, Language Arts Director

Elementary grade (4-6) humanities course for all students, disadvantaged included. Senior humanities course attracts average and gifted students. Team teaching throughout: English, art, music. Music teacher (John Hay Fellow) director of course. Approach: thematic (sensory perception, language--the language of art, music, and the language of "language"--justice, war, death). Some use of EBF Series, but most material homemade.

Newfane Central High School, Newfane, New York 14108
(Mrs.) Claire M. Ives, Program Coordinator

Two-semester humanities elective open to seniors who have passed English Regents examination. Taught by English instructor with music, art, and other teachers as resource persons. Literature approached by genre; heavy emphasis on drama and poetry. Year closes with a unit on philosophy and an arts festival during which poetry, paintings, sculpture, and musical compositions of the students are displayed. Course includes field trips to Albright-Knox Art Gallery and to lectures at the State University of New York at Buffalo.

New Hyde Park Memorial High School, New Hyde Park, New York 11010
Grant Steinhauer, English Chairman and Humanities Instructor

Humanities course based primarily upon an admixture of the classic and contemporary in literature, both in English and translation. One aspect of the course seeks to sensitize the teenager to his environment and the humanity observable and latent in his fellow man. From this, moves on to the role of imagination in seeking to resolve problems implicit in the human condition; concludes with section, Man Thinking.

Common readers supplement several anthologies and a writer's handbook used for language and mechanics. Course taught by 1 teacher; a multimedia, multidisciplinary resource room equipped with slides, strips, films, disc and tape recordings, books, pamphlets, primary sources, and works of criticism and analysis. Offered to the college-bound senior but will be extended to the regular student and perhaps to the 10th and 11th year.

North Salem High School, North Salem, New York
Robert J. Keane, Humanities Coordinator

Three-year sequence substituted for English course, open to all high school students. Four-week summer humanities program open to 25 juniors, seniors, and college freshmen; team teaching throughout. Organization follows 3 lines: underlying pattern on 4 questions, expectation of universals, and concern for attitudes toward and approaches to knowledge. Organization: Week I--"Who Are We?" (late 19th Century man); Week II--"Where Did We Come From?"; Week III--"Why Are We Here?"; Week IV--"Where Are We Going?" Use many films of EBF Series; telelectures (Robert Lowell, Bob Dylan, Louis Untermeyer, etc.); field trips to Metropolitan Museum of Art, Library of Performing Arts, Lincoln Center, "Stravinsky Festival," Danbury State College, Tanglewood, Stratford, etc.

Northport High School, Northport, New York
Morris Saxe, Language Arts Coordinator (K-12)

Humanites elective open to all seniors (90 enrolled); team of 4 teachers--English, social studies, art, music; 90 students divided into 2 sections each having double period of humanities each day with 1 period overlapping for certain programs, e.g., dance, speakers, dramatic presentations, etc. Group discussion remains basic technique. Reject chronological approach; instead, begin with challenging essay or exciting play to capture students' interests, then move freely forwards and backwards in time. Use slides, films, tapes, records; visiting speakers; field trips.

North Shore Junior High School, Glen Head, New York 11545
Eileen Higgins, DeLorman Bartel, Victor J. Olson, Program Coordinators

Humanities program involving all 8th-grade students, regardless of intellectual or cultural assessment. Ten themes explored during school year: Man at Work and Play; Dreams and Magic; Legends; Idols; Gods; and Worship; Heroes; The Comic Imagination; Nature; Protest; Freedom; and Survival. Uses interdisciplinary team teaching: Art and music teachers responsible for large group presentation to 3 student groups of 100 each, utilizing color slides, taped music, and commentary; English teachers provide class preparation, motivation, and follow-up activities related to each theme in the various literary forms, augmented by EBF films on The Humanities, filmstrips, recordings, overlays, and commentaries.

Notre Dame Academy of Staten Island, New York
Sister Martha Bowes, C.N.D., Head, English Department

Humanities course school-wide in small, all-girl, college preparatory high school. Five teachers--2 English, 2 music, 1 art--correlate through curriculum planning and long-range aims, but no formal teaching. Freshman year: elements of arts (English, art, music) as well as simple structures taught; sophomore year: more complex structures in arts taught with heavy emphasis on objectivity; junior year: historical introduction of schools of art--romanticism, classicism, etc. in literature, art, music; senior year: selected whole works at choice of teacher for appreciation. Films used: "Nobody Waved Goodbye," "Sundays and Cybele," "A Patch of Blue"; plus art slides, tapes, and recordings of literature and music.

Paul D. Schreiber High School, Port Washington, New York 11050
Gerard Coulombe, English Chairman

Humanities Confrontation: A 1-week outdoor education English Department project for 64 high school students. Purpose of the experiment is to create situations that will require students to look at themselves in relationship to the natural and human environment. The camp is located at the New Paltz Outdoor Education Campus of the State University of New York. Staff is composed of college and high school teachers.

Pilot Intermediate School Project, Bureau of Curriculum Development,
Board of Education of the City of New York, Brooklyn, New York 11201
Harold A. Zlotnik, Curriculum Coordinator

Program introduces all pupils in grades 6, 7, and 8 to the humanities through concepts about man and his experiences in terms of man's creative expressions: art, music, literature, and philosophy. Taught by teachers of English with the assistance of art and music teachers. Large and small groups. Encourages team teaching and team planning through time allowances. Meets twice or 3 times a week in addition to English language arts. Enriched by activities in the performing arts; serviced by a curriculum writing team drawn from specialists and successful teachers in the classrooms in these schools. Workshop sessions for teacher-training.

Pittsford Central School, Pittsford, New York
W. David Edwards, Consultant, Secondary Education

Summer humanities institute open to grades 10-12 students. Three evenings per week (7:00-9:00); 6 weeks long. Team teaching throughout: music, history, and literature. Approach: chronological--Classical Period (5 B.C.-500 A.D.); Medieval, Renaissance, Reformation (600 A.D.-

1799 A.D.); Romantic, Modern (1800 A.D.-Present). Study of literature and history primary orientation, with art, music, and history of science included. All work evaluated on basis of high honors (HH), Honors (H), or Satisfactory (S). Visits to Eastman School of Music, Auditorium Theatre, Theatre East, Summer Stock, Memorial Art Gallery, etc.

Plainview-Old Bethpage High School, Plainview, New York
Marilyn T. Pease, English Teacher

Elective course for gifted students; taught by individual teacher and administered by English and Social Studies Departments. General purpose of course to increase breadth of knowledge of students for college entrance and/or college placement exams; to serve as introduction to survey approach (humanistic) used in college history and literature courses. Study fine arts, literature, philosophy beginning with ancient Greeks.

Rome Free Academy, Rome, New York

Humanities course incorporated into English literature course for advanced seniors. Team teaching throughout; art and music directors give 6 lectures each year. Encourage creative use of various media and require individual projects--e.g., replicas of 2 stained glass windows representing 2 different periods; creation of Greek vase with authentic design. Recordings in A-V library checked out like books, critically treated by students. Use pictures--i.e., Metropolitan Museum of Art Calendar for 1960 and their book The Belles Heures of Jean, Duke of Berry, Prince of France. (Use EBF Series from grades 9-12 where it fits into curriculum.)

Roy C. Ketcham Senior HighSchool, Wappingers Falls, New York
Dennis J. Hannan, Head, English Department

Humanities elective open to all students; team teaching throughout: English, art, music, administered by Art Department. Organization: "The Artist as Social Critic," "Man and His Gods," "Three Artists in Depth," "The Problem of Evil and Ugliness in Art," "Style," "Comparative Analysis and Evaluation and Judgment." Little concern for technical matters; primary concern for man's "being" rather than his "doing." Encourage students to verbalize appreciation, agreement, and disagreement; circular seating arrangement to create informal and uninhibited atmosphere. Students work creatively in arts from time to time. Use EBF Series where appropriate; field trips to plays, concerts, museums.

Scarsdale High School, Scarsdale, New York 10583
Carl Ladensack, Program Coordinator

Elective humanities course for juniors and seniors. A variety of teachers and special guests conduct studies in art, drama, literature,

and music. By studying analogous qualities of subject, form, style, and function in all disciplines, the student discovers ways of viewing and listening to works on his own. Objective: to enable the student to perceive meanings in artistic expressions of all kinds. In addition to group work in class, students conduct independent studies or projects. Grades, papers, and examinations are not stressed.

T. A. Edison High School, Elmira Heights, New York
(Mrs.) Louise S. Stewart, English Teacher

Humanities course for gifted students incorporated into regular English course. Taught by individual teacher; administered by English Department. Approach: "World Culture." Using Adventures in World Literature (Inglis-Stewart) plus films and records; EBF Series--"The Humanities: What They Are and What They Do."

Vestal Central Senior High School, Vestal, New York
Elsie W. Kavanagh, Humanities Teacher

Two humanities courses for slow and gifted students available on elective or voluntary basis outside of regular school program. Taught by individual teacher; administered by English Department. Objective: give students sense of sharing and/or being part of others' ideas and creative efforts, of being part of a human family whose existence has meaning through study of Western culture. Use EBF Series: "Plato's Apology: the Life and Teachings of Socrates," "The Trial and Death of Socrates"; trips to Harpur College, Broome Community College, etc.

Watervliet High School, Watervliet, New York
Mary E. Hanrahan, Chairman, English Department

Humanities course for gifted and terminal students incorporated into regular English course. Taught by succession of individual teachers for various units; administered by English Department. Approach: "World Culture." Uses filmstrips; schedules trips to Lincoln Center for the Performing Arts, nearby college centers, etc.

Williamsville Central School, Williamsville, New York 14221
Lawrence G. Hemink, Program Coordinator

Elective humanities course encouraging individual study. Stimulates student by allowing him to relate himself to the subject through research and participation, leading to a wider understanding of the world of the humanities. Resource people from the community and faculty, field trips, and all media of communication are utilized. One unit of credit per semester.

Windsor Central School, Windsor, New York
(Mrs.) Marjorie C. Brile, English Teacher

Humanities elective for seniors; taught by succession of individual teachers for various units; administered by English and Music Departments. Approach: "Culture Epoch of Western World"--plus unit on primitive man and one on the Orient.

## NORTH CAROLINA

Wilkes Community College, Wilkesboro, North Carolina 28697
D. S. Mayes, Program Coordinator

A 2-year interdisciplinary approach to general education which enables the student to fulfill the following requirements for the Associate in Arts Degree: 18 hours in history, the entire requirement; 12 hours in the humanities (art, philosophy, religion, and music), the entire requirement; 18 of the (24) hours required in English. Students are introduced, through the framework of the historical approach, to the religion, literature, art, philosophy, music, and thought of the major cultural periods in world civilization. Particular emphasis is placed on the Ancient Near East; the Old Testament Period; Greek Civilization; Roman Civilization and Christian beginnings; the Middle Ages; the Renaissance; and the Modern Era of Western Culture. Special emphasis on the origins and development of American thought and culture during the 4th, 5th, and 6th terms of the program. The historical, religious, literary, and philosophical writings of each period are examined, the modern works of interpretation studied. Instruction is by the symposium-lecture approach with 3 staff members, 1 from English, 1 from history, and 1 from the humanities assigned to each group of 45 students. Wide reading, library research, small group sessions, and conferences with individual students required.

## OHIO

Avon Lake High School, Avon Lake, Ohio
Ernest Hisey, Chairman, Humanities Department

Humanities elective which combines art, music, literature, history, and pure mathematics. Taught by succession of individual teachers and team of teachers. Approach: "Great Ideas."

Bryan High School, Bryan, Ohio 43506
(Mrs.) Marjorie Kissell, English Teacher

Seminar English course for gifted seniors. Course designed to explore relationship of man to his culture as expressed in literature and other arts. Emphasis on individual work; directed by 1 teacher. Research project required from each student during 2nd semester. Investigations vary widely, from "the true gangster as a tragic hero" to a comparison of the philosophy and backgrounds of the Impressionists (in art) with those of selected Romanticists (in literature). Materials: literature, films, film strips, tapes, records.

Humanities Institute Baldwin-Wallace College, Berea, Ohio 44017
Neille Shoemaker, Program Coordinator

Humanities institute offering services to elementary and secondary schools and to various civic groups. Services provided: a resource center, consultants, programs, conferences and workshops on campus, speakers and program in schools, a humanities newsletter published periodically, bibliographies prepared as requested, several hundred courses of study on file. The Institute has no packaged program but assists the school or organization in the development of a program. No charge is made for any of these services.

James A. Garfield School District, Garrettsville, Ohio
George E. Beckett, Director of Curriculum and Federal Projects

Humanities program has been expanded to grades K-6 (29 classrooms). Individual teacher in charge; course scheduled during regular class time as unified approach to language arts, social studies, art, music, and drama. All pertinent A-V aids used--films, slides and strips, records, tapes, art reproductions; and field trips.

John Marshall High School, Cleveland, Ohio 44111
English Department: Renee Rebeta and Mary Ann Lucas; History Department: Roberta Leach and John Dare, Program Coordinators

Experimental integrated courses in Western Studies and American Studies. In 10th and 11th grade, English and history are combined in double-period courses combining art, science, music, history, literature, and composition. Uses guest authorities, films, film strips, slides, records, and special book collection. These courses may replace "regular" English and history classes for the average college-bound student.

Kent State University School, Kent, Ohio 44240
Paul Wild and Harold Carpenter, Program Coordinators

American Studies course combining literature and history for 2 credits. Five teachers, English and social studies full-time with assistance from art and music teachers and from librarian. Weekly planning sessions scheduled. Modular schedule permits large assembly groups, conventional classes, and seminar groups. Thematic units taught separately by English and social studies teacher are planned to correlate with each other on the basis of common cultural influences and backgrounds. Reading of Raisin in the Sun and To Kill A Mockingbird as well as The Scarlet Letter and The Crucible parallel the study of Negro history and the civil rights movement with the problems of prejudice, bigotry, mass hysteria, and social alienation as the common elements. Idealism is investigated through diplomatic history and the literature of transcendentalism. The uncertain fortunes of America's dream of riches are followed through Death of a Salesman and The Great Gatsby and the history of labor. The problem of alienation, both of individuals and of minority groups is explored through the history of immigration and the reading of Catcher in the Rye and Rabbit, Run. Within this broad framework are incorporated seminars in government and politics, literary history, and selected topics in music and art.

Lakewood High School, Lakewood, Ohio 44107
William F. Hamilton, Chairman, Humanities Committee

Humanities Program divided into 3 approaches. The first is a humanities course offered to all juniors and seniors. A large-group class meets in the Civic Auditorium approximately once a month in the areas of drama, music, dance, art, literature, etc. Prior to the presentation a printed description of the program is distributed to Humanities teachers. Appended to the description are suggested approaches to aid teachers in preparation and follow-up classes. (1600 students, and all teachers in junior and senior social studies, English, art, and music classes.)

The second aspect of the program is association with the Baldwin-Wallace College Humanities Institute. Teachers and administrators have participated for the past 2 years in planning with the Institute various programs. Students attend and participate in dramatic, musical, and discussion programs at the College; faculty and student groups have contributed to the large-class presentations. The third approach is the use of WVIZ (educational TV) Humanities Programs, which members of the high school faculty helped plan. Technological and scheduling problems have imposed some limitations, but it appears that with the acquisition of sophisticated equipment this phase of the program should improve.

Medina Senior High School, Medina, Ohio 44256
Robert W. Dague, Program Coordinator

Humanities course for academically talented juniors. American history and American literature grouped together in a 2-period block of time, taught cooperatively by an English teacher, a history teacher, an art teacher, and a music teacher. Supplementary work is built around programs in art, music, and drama in 8 colleges within a 30-mile radius of the school. Experts in many areas are invited to the class for lectures and discussions.

Norwood High School, Norwood, Ohio 45212
J. P. Olmes, Arts and Humanities Director

Humanities elective for seniors; team-taught, interdisciplinary study; 1 period daily, 1 credit. Staff of 7 teachers: philosophy, religion, social studies, literature, poetry, music, and fine arts. Comparisons are made between Western man's early philosophies (Plato, Aristotle) and Existentialism.

Parma High School & Valley Forge High School, Parma, Ohio 44129
A. Joseph W. Charnigo, Director of Art; B. Leonard Lang, Humanities

A. Arts Seminar is an honors course for 11th and 12th grades. Team taught by teachers of art, music, and literature. Classes meet for a 55-minute daily class period; course may be elected for 1 semester for ½ credit or for an entire year for a full credit. Slides, movies, records, demonstrations, panel discussions, and extended field trips are utilized. Thematic approach.

B. "Humanities 10" is a course based on social studies, art, music, and literature. Team taught. Intended for a heterogeneous grouping of noncollege-bound students. Classes meet for 55-minute period daily for 1 semester, earning ½ credit toward social studies requirement.

Robbinsdale Senior High School, Toledo, Ohio
Neal Luebke, Humanities Teacher

Humanities elective open to any senior interested who feels he can do the work. Taught by individual teacher; overseen by English and Social Science Departments. Approach: "Culture Epoch of Western World." Uses EBF Series but also incorporates many other A-V aids.

Roxboro Junior High School, Cleveland Heights, Ohio 44106
James P. McGinnis, Program Coordinator

Humanities program for all 9th grade students, encompassing English, social studies, foreign languages, science, music, and art within the

framework of the individual and his relationship to society. Integration of subject areas accomplished through flexible scheduling and team teaching. Four themes are covered: Organization, Communication, Population, and Ideology. Team taught: English, language, science, and social science teachers, supplemented by the librarian and teachers from other departments; entire team meets daily for planning and evaluation. All 9th-grade students scheduled into a Humanistic Curriculum time block of 1 hour and 40 minutes daily; uses large and small group instruction, discussion, tutoring, and independent study. Plans underway to expand the time block and to include more subject areas, e.g., health, music, and physical education.

St. Mary's School, Akron, Ohio
Sister M. Anne Lucille, Teacher

Humanities elective open to average and above students; team teaching throughout. Approach: "Culture Epoch of Western World"--philosophical backgroundof periods, visual arts, music, drama, and film study. Use some of EBF Series, especially those which introduce course and different epochs; use Fischer Films for film study.

Troy High School, Troy, Ohio 45373
Frank H. Prouty, Program Coordinator

A one-semester course for general and academic seniors in general humanities, inaugurated in January, 1968, enlists the cooperation of the Art, Music, and English Departments. A textbook The Humanities (Dudley and Faricy; McGraw-Hill) serves as a point of departure. Students have composed songs, painted pictures, written poems and scripts, filmed brief documentaries of school activities. Aim is not only to inform students about the humanities but also to arouse and involve them in related activities.

Warrensville Heights High School, Cleveland, Ohio
George Hettinger, Director, Curriculum and Instruction

Humanities program open to all students; taught by team of 20 teachers with ½-time coordinator. Approach: chronological and thematic. No use of A-V kits.

Wooster High School, Wooster, Ohio
(Miss) Fern Patterson, English and Humanities Teacher

Humanities elective for gifted students; taught by succession of individual teachers for various units; administered by English Department. Approach: chronological study of different culture epochs of Western world with attention to origins of religion (How the Great Religions Began--Joseph Gaer); Plato, as a bridge between Greeks and Christianity; the Odyssey and Oedipus Rex, for concern with man's

struggle for identity; art and architecture of Egypt, Mesopotamia, Greece, and Rome; The Middle Ages and Saint Joan (Shaw), as one of first apostles of Nationalism; Elizabethan society and The Tempest; Modern society and Crime and Punishment (Dostoevsky) and introduction to "superman" concept and existentialism (Sartre); American society and modern tragedy (Death of a Salesman); concludes with unit of music from Bach to present, art from Renaissance to Picasso. Use EBF Series--"The Humanites: What They Are and What They Do," "Aristotle's Ethics, Book I: The Theory of Happiness," "Oedipus Rex: Man and God," "Art: What Is It? Why Is It?"

## OKLAHOMA

Thomas A. Edison Senior High School, Tulsa, Oklahoma 74105
Martha Cole, Chairman, English Department

Humanites elective open to 1 section (30 students) of juniors. Scope and direction suited to college-bound students. Offered for 70-minute periods, Tuesday through Friday. Individual teacher for entire course. Resource specialists in the community invited to lead discussions. Field trips to museums, churches, synogogues, concerts, art exhibits, and ballet festivals. Approach: Aesthetics of 3 periods: early Greek, high Renaissance, and the 19th century. Art slides, recordings, films, and a collection of paperbacks used.

## PENNSYLVANIA

Abington High School, North Campus, Abington, Pennsylvania 19001
Richard Tyre, Program Coordinator

Elective Humanities-Science Seminar: not connected with the English, Social Studies, Art, Music, etc. Departments. Subject matter drawn from anthropology, sociology, archeology, economics, theology, and similar disciplines. One large group meeting per week for all 300 students. Two additional seminars of about 12 students each, taught by 8 teachers: 1 in humanities only, the principal of the school, the heads of the English and Social Studies Departments, 1 cinema teacher, 2 mathematics teachers, and an English teacher. Eight or 9 1-month units each year. For 9th and 10th graders. Full credit and grades. Typical units: Freud, Computer Technology, Zen Buddism, Marshall McLuhan, Murder, The True Believer.

Allentown School District, Allentown, Pennsylvania
Jacob M. Horst, English Supervisor

Humanities program open to all college-bound students and incorporated into regular English course. Team teaching throughout; administered by English Department. Approach: "American Studies." Do not use A-V kits.

Central Bucks High School, Doylestown, Pennsylvania
Georgiana B. Landry, English Coordinator

Humanities elective open to all students; taught by individual teacher and administered by Social Studies Department. Approach: "Great Ideas"--which includes the philosophy of art. No use made of A-V materials.

Cheltenham Township School District, Elkins Park, Pennsylvania
(Mrs.) Frances R. Link, Coordinator, Secondary Education

Two humanities courses open to all students: incorporated into regular English course (grade 9); elective (grades 11 and 12). Taught by team of teachers and administered by English and Social Studies Departments. Approach: "Great Ideas" (9); "American Studies" (11 and 12). No use of A-V materials.

Abington High School--South Campus, Abington, Pennsylvania
Katharine D. Newman, English Teacher

Elective open to gifted students in large and small group classes (15 students each). Taught by succession of individual teachers (5) for various units, who present lecture-demonstrations in weekly large group meetings. Two year sequence includes following topics: primitive beliefs of Sumerians; Greek mythology as framework for viewing contemporary society; Greek comedy and tragedy with lessons for today; selected philosophies as guide to action; fall of Roman Republic as reflected in Dante's writing; awakening of man in the Renaissance; roots of scientific movement; theory development and meaning for scientific progress; language and emotion of music. Organization: (1) Ancient Literature; (2) Philosophy; (3) Roman Sculpture; (4) Middle Ages and Renaissance; (5) Art; (6) Science; (7) Music; assign individual research report. Use EBF Series as well as own materials.

Brookville Area Schools, Brookville, Pennsylvania
(Mrs.) Elizabeth Butler, Head, Language Area

Humanities course for 15 average and gifted sophomores; 1 period of English and 1 of history devoted to study of humanities. Taught by succession of individual teachers for various units; administered

by English Department. Approach: 6 units--(1) Man's Search for the Deity; (2) Man's Search for Freedom; (3) Man's Search for Beauty; (4) Man's Search for Truth; (5) Man's Relations with Man; (6) Man's Relation with Nature. Course of study in developmental process.

Carlisle Senior High School, Carlisle, Pennsylvania
(Miss) Dilys Schvettler, Chairman, English Department

Two humanities electives for average and superior students which meet 2 days per week. Team of 4 teachers; administered by English and Social Studies Departments. Theme of Approach: man's search for morality--e.g., ideas and contributions of famous people such as Carlyle, Beethoven, etc. Content and approach of course change each year so students may take course more than once.

Connellsville Area Senior High School, Connellsville, Pennsylvania 15425
(Miss) Eleanor E. Roland, Program Coordinator

English and other humanities for superior 12th-grade students. In literature the emphasis is on tragedy: from Greek tragedies through the modern, such as "Death of a Salesman." Uses films such as Bernstein's Young People's Concerts, Chartres Cathedral, Treasures of Time; Sculpture: slides from the National Gallery of Art. Posters, slides, and books collected abroad supplement classroom work. H. C. Frick Educational Commission sponsors 4 evening (2-hour) seminars in the humanities for 40 seniors.

Fontbonne Academy, Bethel Park, Pennsylvania
Sister M. Georgine, S.S.J., Chairman, English Department

At present humanities course is elective open to selected seniors, but in the future will be open to all seniors. Art, music, and world history teachers lecture once or twice; 2 or 3 outsiders lecture on a specific author; course administered by English Department. Present approach is based on the Tempers approach in Writers of the Western World (Hibbard and Frenz). Film strips, movies, records, etc. used; includes attendance at concerts, opera, plays produced by drama department of several local colleges.

Germantown High School, Philadelphia, Pennsylvania 19144
Charles H. Showell, Jr., Program Coordinator

Humanities course for college-bound students offered to 12th-grade Motivation Program members. Daily 45-minute period added to existing roster. Team teaching: English, sociology, and the arts. Stream of consciousness technique used in writing. Background information from the theatre, exhibits, movies, etc.

Hempfield Area Senior High School, Greensburg, Pennsylvania
Salvatore J. Bitonti, Humanities Teacher

Humanities elective open to all students; taught by individual teacher and administered by English and History Departments. Program not highly structured, not a course in the ordinary sense. Objective: to develop in young people awareness of higher levels of being, make them conscious of greater dimensions of mind, bring more substance to their own human experience. Organize resources around 6 critical issues: Man's Relation to God, Man's Relation to the Natural World, Man's Relation to his Fellowmen, Man's Search for Truth, Man's Search for Beauty, Man's Search for Freedom. Use following books: Animal Farm, On Liberty, The Republic, The Crucible, Mon-Saint-Michel, Chartres, plus selected poems. Use community resources people from nearby colleges; and EBF Series.

The Hill School, Pottstown, Pennsylvania 19464
John A. Anderson, Chairman, Humanities Department

Two-year honors course leading to AP examination; replaces regular English course. Aims: to stress the values of literature, the visual arts, music, and philosophy to the individual, and to show the importance of these values in the cultural tradition of the Western world. Attention focused on 4 ages: Homeric, Periclean, Shakespearean, and 18th and 19th century European. Literature of each period supplemented by the visual arts and music. Partial list of authors and texts: Homer, Sophocles, Plato, Plutarch, Shakespeare, Marlowe, the Bible, and selected English prose and poetry; Dudley and Paricy, The Humanities; Livingstone, The Pageant of Greece and Portrait of Socrates.

Mount Lebanon High School, Pittsburgh, Pennsylvania 15228
May K. Sneary and Joanne B. Bailey, Program Coordinators

Humanites elective for juniors and seniors of average or better reading ability as a 1-semester or 1-year course, meeting 4 hours a week. Directed by music and English teachers with help of guest lecturers from the faculty and the community. Approach: Cultural epoch with emphasis on the social forces that influence man's aesthetic accomplishments.

First semester: Classical Greece, Imperial Rome, the Middle Ages, the Renaissance, Baroque, and Rococo.. Second Semester: Neoclassicism of the eighteenth century with emphasis on satire, Romanticism, and Modernism. Basic texts are Durant's Story of Philosophy, Machlis' Enjoyment of Music, and Gardner's Art Through the Ages.

Classroom is equipped with stereo console, tape recorder, piano and organ, small library of resource materials, and phonograph for individual listening. Records, taped lectures, supplementary texts,

The History of Music in Sound, and the Metropolitan Museum of Art Series are filed for student use. Main library contains phonographs, filmstrip and slide viewers for individual study needs in addition to a duplicate record collection and slides for the course. A-V aids include slides, filmstrips and commentaries, films from the EB series, Bell Telephone, and individual films such as The Beginning of the Renaissance. Field trips to the opera, theater, art gallery, museum, and churches are planned annually.

The Neshaminy School District, Langhorne, Pennsylvania 19047
Rees J. Frescoln, Director of Humanities

Humanities program involving the entire senior high school (grades 10-12) student body of 2,500; no examinations or grades are given and no credits acquired. Approximately 700 7th, 8th and 9th graders from the district's 3 junior high schools are also involved in an operational program comparable to, and articulated with, that of the senior high school.

Under the aegis of a Title III grant, 6-week inservice institutes were held during the summers of 1966 and 1967 for teacher participants from the public, independent, and parochial schools of the district. A number of highly qualified consultants, representing a wide range of disciplines, are assisted in providing the orientation and training essential to create a staff qualified to develop an innovative program in the Humanities. Subsequent institutes planned for in the summers of 1968 and 1969.

The program for all grade levels is based upon universal issues in human living as advocated by the Commission on the Humanities of the Department of Public Instruction for the Commonwealth of Pennsylvania. Objectives: to assist the student to establish commendable value judgments, to develop a degree of aesthetic sensitivity, and to solve some of his own problems in his own way. The program is discrete and totally interdisciplinary in concept and structure. All those fields of study that can contribute substantially to a specific issue of concern at a particular time are involved. One or 2 class periods per week for each of the senior and junior high school students are devoted to large-group activities such as lectures, demonstrations, student panel discussions, forums, student dramatic and musical presentations, and motion pictures. Guest speakers from other schools, colleges, industries, and the professions, as well as members of the staff, provide a share of weekly programs. Follow-up considerations of the large group presentations take place in any classroom and in any discipline where correlation is pertinent and desirable on the part of teacher and students.

North Allegheny Senior High School, Pittsburgh, Pennsylvania
Stella M. Smith, English Teacher

Humanities elective 5 days per week for gifted seniors; requisite B or A in junior English. English teacher in charge of curriculum planning, and most of teaching; rest of team comprised of art and music teachers. Emphasis on exchange of ideas and development of self-expression. "Creative tutorial" at end of year. Approach: Units: (1) Man's Identification with God; (2) Man's Responsibility to Himself; (3) Man's Search for Truth, both Metaphysical and Factual; (4) Man's Sense of the Tragic; (5) Man's Responsibility to Others; (6) Man's Understanding of the Twentieth Century. Do not use A-V aids; but schedule visits to plays, concerts, etc.

Palisades High School, Kintnersville, Pennsylvania
(Mrs.) Helen G. Severs, Program Coordinator

Humanities units in the senior English course. Approach: Units on "The Measure of Man" (1) Through Psychological Insights and Self-Realization--in the Modern Western World; (2) Through Reason--in Classical Greece and the Neo-Classical Western World; (3) Through Faith--in Medieval England and Western Europe; (4) Through Experience--in Renaissance England and Italy; (5) Through Emotion and Freedom--in Romantic-Victorian England and the Western World. Instructors are the regular course teachers with occasional assistance from the school staff, visiting lecturers, artists, and performers. Materials used: literature selections, films, film strips, recordings, slides, and prints. The regular English class periods together with special time alloted for special lecturers, performances, and trips. Program varies from year to year according to availability of suitable artists, lecturers, exhibits, and play performances.

Selinsgrove Area High School, Selinsgrove, Pennsylvania 17870
(Mrs.) Phyllis M. Karr, Program Coordinator

Humanities elective for credit; open to seniors in academic course and to juniors in business curriculum. Classes meet daily for a 50-minute period. Team teaching approach with 1 teacher (English) responsible for coordination and 2 others (social studies) available 1 day each week. Focus on Western man's expression in the arts and literature as he has searched for enduring values. Classes read plays (classic and modern); take field trips to museums, cathedrals, private homes, and public buildings; attend lectures, concerts, and plays at nearby universities; and hear outside speakers on wide range of subjects. Uses EBF Series, slides, other visual materials, records, and tapes.

William Penn High School, Harrisburg, Pennsylvania
(Mrs.) Rena Rogoff, Teacher

Humanities course for gifted students combining English and world cultures each day in grades 10 and 11. Elective in grade 12. Team teaching throughout; administeredby English Department. Approach: "World Culture" (10); "American Studies" (11); "Great Ideas" (12). No use of A-V materials.

State College Area School District, State College, Pennsylvania
Norman H. Lampman, Coordinator, English and Humanities

Elective open to all students; taught by succession of individual teachers for various units and administered by English Department. Purpose of course to widen horizons of student and broaden outlook through development and expression of ideas based on readings, discussions, seminars, debates, lectures, etc. Organization: 6 units--"Man's Search for Truth," "Man's Search for Beauty," "Man's Search for Freedom," "Man's Search for the Deity," "Man and His Society," "Man in Nature." Extensive use of A-V materials; outside speakers.

Trafford High School and Penn Joint High School, Trafford, Pennsylvania
and Claridge, Pennsylvania 15085
Alice Giglio, Director, Counselor-Coordinator

Humanities course for gifted students (10, 11, 12th grades). Taught by 5-teacher team. 45-minute daily class period; 1 credit. Multifaceted; Great Painters and Their Schools, Great Music, Religious Literature of the West, Greek Mythology and Drama, Shakespeare, and Contemporary Literature. Attendance at the symphony, ballet, poetry forum, theatre, and the Carnegie Internationale (art exhibit). Contemporary literature through "Paperback-Piggyback"--books chosen from required college reading lists, teacher recommendation, and student choice. Each student receives 5 books which he then loans to other members.

William Tennent High School, Warminster, Pennsylvania
Ella Kern Rhoads, Master Teacher, Social Studies

Humanities course incorporated into regular social studies course for grade 10 students. Individual teacher for whole course with occasional outside support; administered by Social Studies Department. Approach: "World Culture." Areas: Asia, Africa, Europe, South and Central America. Organization: I--Geography; II--Material Culture; III--Cultural Aspects of Their Society; IV--Historical Background. Use Life film strips, M.I.T. films on religions, etc.

## RHODE ISLAND

Cranston High School East, Cranston, Rhode Island 02910
Joseph S. Herne, Program Coordinator

Senior college prep course: "Humanities-History of Art and Music." Double classes with 2 teachers (art and music) meeting 4 times weekly. Chronological to show how art forms developed and changed. Some connections with literature and history. Much time devoted to experiencing works of art.

Scituate High School, North Scituate, Rhode Island
Harry L. Anderson, Chairman, English Department

Humanities course to replace orthodox English and history courses. Taught by team of teachers; administered by English and History Departments. Approach: thematic or "The Individual in Search for (1) Law, (2) Identity, (3) Well-Being." Does not use A-V materials.

## TEXAS

Blocker Junior High School, Texas City, Texas 77590
Nancy Walker, Department Chairman

Ninth grade program taught by individual teacher in English Department. Humanities approach to classical mythology, drama and other art forms. Purposes: to explore certain themes as they relate to life; to develop interpretative abilities and self expression; to teach basic principles of all art. Materials from art, band, social studies departments.

Iago Junior High School, Boling, Texas
Daisy Ruth Ander, Teacher and Librarian

Attempting to correlate "humanities materials" with reading and literature classes. Plan unit on "The Hero" in grades 7 and 8, approaching it from a "World Culture" objective.

John H. Reagan Senior High School, Austin, Texas
Margaret McCardell Ruska, Chairman, English Department

All teachers use humanities approach to broaden curriculum. In

addition, Independent Study program has been established during 3-hour block with 1 hour devoted to English, an intervening period for study, and 1 hour devoted to social studies. Taught by team comprised of English and history teacher. First half of year: cooperative teaching of correlated material of civics and language and composition, with civics content used for analysis of language and composition. Second half of year involves use of correlated program of English history and English literature. Humanistic broadening. Use variety of A-V materials; plus access to University of Texas library and Texas State Archives.

Also, Remedial Block humanities experiment--English, mathematics, and world geography--to broaden horizons of terminal students.

## VIRGINIA

Arlington County Public Schools, Arlington, Virginia
Florence Booker, Supervisor, Secondary Vocal Music

Humanities elective open to all interested grade 12 students with "C" or better in English. Each student receives 1 credit in English, ½ in art and music each. Taught by team of 3 teachers; administered by English Department. Approach: "World Culture"--chronological and thematic. Many field trips and seminars.

Fairfax County Public Schools, Fairfax, Virginia 22030
(Mrs.) Mary H. Rowan, Supervisor of English

Summer humanities institute for gifted students. Free, noncredit enrichment program open to 150 seniors. Theme: Patterns in Community, Traditional and Contemporary. Three weeks spent at Woodlawn Plantation, the mansion built by George Washington for Nelly Custis and restored by The National Trust for Historic Preservation, studying the elements of community living in 1800, and 3 weeks at Reston, a nationally-known experiment in community planning for a technological age.

Humanities Enrichment Program (HEP) at Groveton High School involves 300 college-bound students in grades 10, 11, and 12. Planned by the English Department and implemented by 3 teachers whose parallel class schedules facilitate large-group and small-group activities. HEP projects have included an introduction to Greek drama with study of Prometheous Bound, Oedipus Rex, and Hecuba (the drama department provides complementary involvement with their performance of Trojan Women); study of French culture through selected plays; and exploration of Asian culture with particular emphasis on Japanese art forms. In addition to readings, lectures, discussions, and exhibits, Esso World Theater films have been an integral part of the program.

Five ungraded Summer Institutes with humanities approach for disadvantaged students who have failure records in English or social studies in grades 9-11. Teams of teachers (art, music, English, and social studies) organize and plan activities around contemporary themes, utilizing films, field trips, and varied classroom activities. Approach: interdisciplinary, multimedia focus on contemporary man. Objectives: to widen the experiences and interests of each student and thus prepare him for successful reentry into the regular school curriculum. Credit is given in either English or social studies, enabling the student to regain his normal grade level.

American Civilization courses in 9 high schools open to students in grade 11 who choose the 2-hour team taught interdisciplinary program in lieu of regular English and history. Thematic correlation of American literature and American history, enriched with art, music, and drama. Teams of English and social studies teachers plan and administer the program, drawing upon resources of art, music, and drama departments, and upon community resources such as guest lecturers, museums, and artist demonstrations.

World Civilization courses in 6 high schools open to selected students in grades 9 and 10. The team taught program involves 2 hours each day and employs a culture epoch approach to historical events, literature, music, and art primarily of the western world, although a few units deal with the religion, philosophy, and art of some of the Eastern cultures.

George Washington High School, Alexandria, Virginia 22301
Linda L. Danielson, Chairman

Humanities elective open to juniors and seniors--directed to slow as well as superior students. Teaching team comprised of English, social studies, and music teachers. Within the framework of chronological sequence, students seek to ask and find answers to questions concerning man's relationship to society, his search for a supreme being, his search for beauty, and truth, and his relationship to the natural world. Uses EBF Series, film strips, slide lectures from National Gallery, records, guest lecturers, and numerous field trips.

Hampton Institute, Hampton, Virginia 23368
Nancy B. McGhee, Program Coordinator

Six weeks summer precollege institute in the humanities. Thirty all-expense scholarships avilable to top ranking high school graduates. Emphasis on direct and personal contact with great works of art, architecture, literature, and music. Uses films, lectures, tours, campus life, visual arts workshop activities.

Jefferson High School, Roanoke, Virginia
(Mrs.) Ruth J. Staton, English Teacher

Two humanities courses open to grade 11 and 12 students in American and English literature. Team teaching throughout; administered by English Department. Approach: "Great Books" and "Great Ideas" in "Landmarks in Literature" that deals with specific cultural and philosophical character of English and American peoples. Use films; e.g., "Our Town" and "Macbeth," plus EBF Series.

Junior and Senior High Schools of Arlington County, Arlington, Virginia 22207
Supervisors of Art, English, and Music rotate annually.

Senior Art-English-Music Seminar. Total, 2 credits: 1 English; ½ Art; ½ Music. Prerequisites and Criteria: Grade of C or better in English 11. Surveys arts offered in the Washington area, including music, drawing and painting, sculpture, architecture, industrial design, the dance, dramatics, poetry, creative writing, and the novel. Specialists invited to discuss and demonstrate their art; tours arranged to visit Washington artists and performing groups.

McLean High School, McLean, Virginia 22101
Harry Maranian, Chairman, Civilization Department

Three-year humanities program (Civilization) designed for 9th, 10th, and 11th grade students with average and above abilities. World Civilization I covers ancient and medieval history; World Civilization II covers modern world history; and American Civilization covers United States history. Each section is team taught (history and English teachers) and each incorporates philosophy, music, drama, literature, painting, architecture, and sculpture.

Thomas Jefferson High School, Richmond, Virginia
Estelle N. Tankard, English and Humanities Teacher

Humanities elective designed for seniors with aptitude and interest in arts. Taught by 2 teachers: music; literature and art; administered by English Department. Objective: teach student how to read, look, and listen, thereby increasing appreciation of works of art. Art, music, and literature coordinated through comparison of creative impulses and techniques common to all three as well as through time and subject matter. Independent project assigned during final week. Use widerange of A-V materials, including hand bells to teach students to read music.

## WASHINGTON

Anacortes High School, Anacortes, Washington
(Mrs.) Darrell Palmer, Chairman, Language Arts Committee

Humanities course for 25 gifted students who receive 1 credit in English, one in Contemporary World Problems. Taught by team of 2 teachers (English and social studies). Approach: "World Culture." No use made of A-V materials.

Sammamish High School, Bellevue, Washington
Walter Hopkins, Chairman, English Department

Humanities elective for gifted students; taught by individual teacher; administered by English Department. Theme: "Man" (What he is) his uniqueness, if any. Examines him through tragedy (Greek to modern), comedy, satire, music, art. Uses EBF Series, Leonard Bernstein TV kinescopes, film slides of Steichen's Family of Man.

Mount Tahoma High School, Tacoma, Washington 98409
Robert V. Rife, Chairman, Language Arts Department

Humanities course open to all seniors who take Senior English. The students are of high and average abilities. Humanities I, II give the student a variety of experience in art, literature, music, and philosophy. Three teachers meet in 1, 2, or 3 groups, as 1 large group and 1 seminar. Guest lecturers are used. Art is studied as Ancient, Renaissance, and Modern; music is approached through Jazz; literature is read by country and movements are compared; Philosophy is studied in ancient Greece, the great religious ideas, and existentialism. Students see 6 plays at the Seattle Repertory Theater and several foreign films, visit art exhibits, and attend music concerts. Course also uses records, art slides, slides, and a new humanities resource center.

## WEST VIRGINIA

Hancock County Schools, Weirton, West Virginia 26062
Thomas C. Shields, Jr., Program Coordinator

Humanities elective for all interested juniors and seniors. Taught by a team of teachers: art, music, and social studies. Objective: study

of the development of man's culture through the study of his artifacts. Included are: music, art, sculpture, architecture, literature, religion, and philosophy. Unit teaching and independent study.

Parkersburg High School, Parkersburg, West Virginia 26101
(Mrs.) Grace-Marie Merrill, Teacher

Humanities elective open to seniors. Suggested format: A Tale of Three Cities--Athens, Rome, and Florence. Study of literature, history, art, music, architecture, and philosophy. Structured by the students and their interests. Individual teacher assisted by teachers of art, music, drama, English, and science. Trips to Actor's Guild productions and Art Center exhibits. Frequent use of films, filmstrips, recordings, and taped discussions.

Weir Senior High School, Weirton, West Virginia
(Mrs.) Xantha Signorelli, Head, French Department

Humanities elective open to juniors and seniors; succession of individual teachers for various units. Administered by French Department. Approach: "World Culture"; incorporates art and music appreciation and briefly world religions. Use many A-V aids: Life Series on Humanities, records; outside speakers from several colleges.